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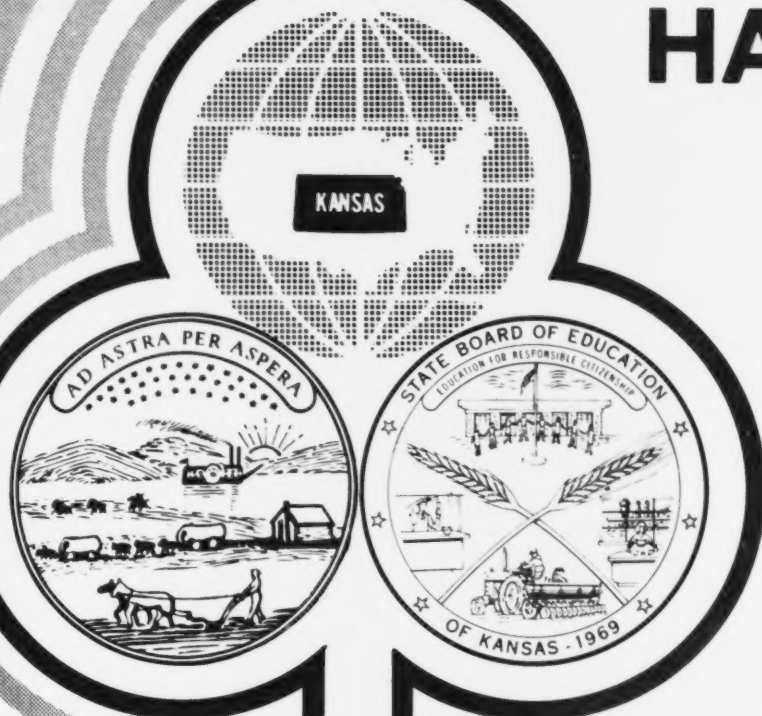
ABSTRACT

A guide for Kansas foreign language teachers contains general information about language teaching techniques, materials, and needs, and specific proficiency-based objectives for three instructional levels (novice, intermediate, and advanced). It is not language-specific and does not advocate a particular methodology, but is designed to answer common questions and concerns. Chapters address: the value of language study, careers using second languages, cultural enrichment, international exchange programs, public relations, pedagogical methods and approaches, basic language skills, foreign languages in elementary schools (FLES), language proficiency, the American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, state proficiency-based objectives based on the ACTFL guidelines, the scope and sequence of grammar and syntax instruction, program and curriculum evaluation, teacher self-evaluation, student course evaluation, student testing, suggestions for textbook evaluation, materials and equipment, and professional organizations. The curriculum guides for French, German and Spanish, which supplement this volume, suggest specific classroom activities that should contribute to meeting those proficiency-based objectives at the beginning, intermediate and advanced levels.
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HANDBOOK FOR SECOND LANGUAGE TEACHERS



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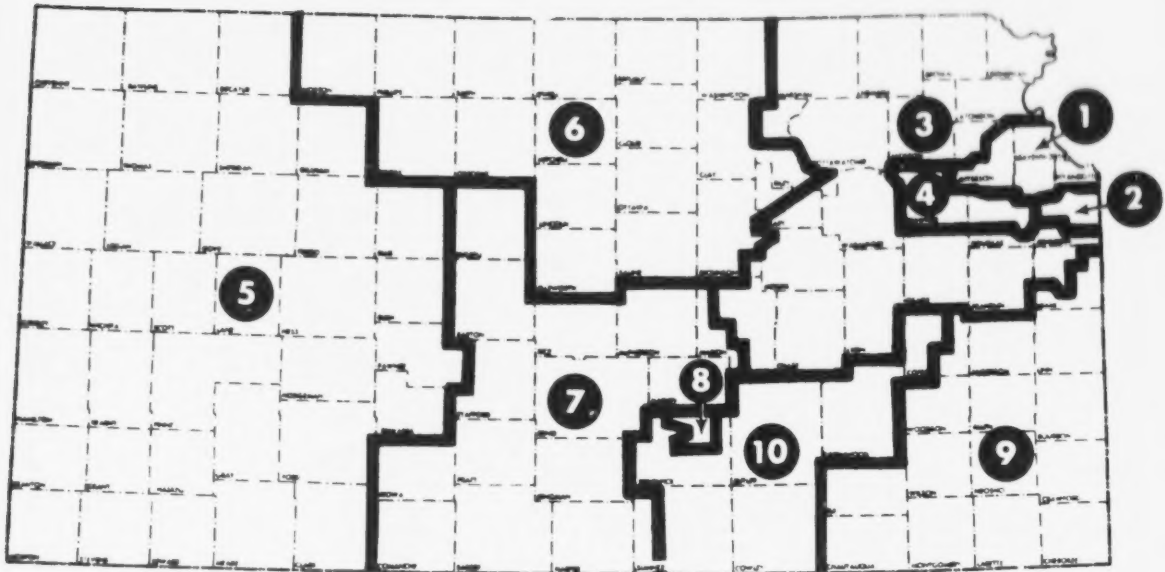
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HANDBOOK FOR SECOND LANGUAGE TEACHERS

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INTRODUCTION

This Handbook is intended as a first step in your search for answers to questions that second language teachers often ask. The information contained in most of its sections is brief, but enough to respond to immediate problems, suggest possible actions, and stimulate your creativity. References are listed in many of the sections to help you look further into specific topics if you need to.

Although the Handbook does not advocate any specific teaching methodology, its core is the Proficiency Based Objectives patterned after the ACTFL Proficiency Guidelines. The curriculum guides for French, German and Spanish, which supplement this volume, suggest specific classroom activities that should contribute to meeting those Proficiency Based Objectives at the novice, intermediate and advanced levels.

The Handbook and guides were prepared with the intention of being functional and accessible and can be personalized to enhance your own teaching style. Use them! Don't let them gather dust on your shelf.



PASSPORT TO THE FUTURE

SECOND LANGUAGE: A PASSPORT TO THE FUTURE

The National Commission on Excellence in Education, in its report "A Nation at Risk," recommends at least four to six years of study of a foreign language before high school graduation. It also advocates starting foreign language study in elementary school. The Commission members believe that "study of a foreign language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the nation's needs, in commerce, diplomacy, defense and education."

In the area of defense, the need for personnel competent in foreign languages and the adequate supply of such individuals become painfully evident in moments of crisis. Congressman Paul Simon believes that this country needs to take "measures that contribute to real security—a world of adequate communications and cultural understanding, which together could eliminate, or drastically reduce the need for bombers and submarines and nuclear weapons." All too often, our officials have to communicate through interpreters when involved in diplomatic discussions or negotiations with foreign leaders. This practice is cumbersome, at times unreliable and could even be very dangerous. On the other hand, the few U.S. embassies where all personnel are competent in the host country's language have proven to be very efficient and effective.

Linguistic ability often tilts the balance in favor of the other side in the highly competitive arena of international business. English will most likely continue to be used as an international business language, but as other countries grow stronger and more self-reliant, they may insist that our business representatives use their language or they will trade with whoever else does.

In the last decade, the United States has suffered annual trade deficits. Analysts have observed that our nation is becoming more and more dependent on other countries for goods and services, and that we are no longer an isolated, self-sufficient economy, but a member of a growing handful of economically strong countries. The involvement of Kansas in international trade may not seem large, but exports of manufactured products and of agricultural commodities are of great importance to the economy of the state. Over 47,000 Kansas workers are employed in the more than 800 firms that manufacture products that are sold to other countries for about \$2.5 billion a year. Kansas wheat and other agricultural products are exported to Europe and Latin America as well as to China and Russia.

The traditional reasons for foreign language study, such as broadening one's intellectual and philosophical horizons are still valid; but today's practical-minded students are more likely to base such a decision on career considerations and possible economic and social rewards. For them, in an increasingly interdependent world, knowledge of a second language and awareness of other cultures are basic skills.

In the process of studying a second language, many students find that their own native language becomes more meaningful to them. Grammatical structures begin to make more sense, similarities and differences are better perceived, and the student's vocabulary increases. Research shows that American high school students who have taken a foreign language attain higher scores in the SAT and ACT examinations than their peers who did not take language. Study of a foreign language seems to be equally beneficial to academically disadvantaged students. Personal growth, intellectual maturity and self-satisfaction for having accomplished something different are some of the other gains that may be derived from the study of a second language.

Regardless of why our young people may choose to learn a foreign language, in doing so, they will not only satisfy individual needs, but will gain skills that will enable them to make a valuable contribution to the economy of our state, or to the diplomatic, commercial or defense needs of our country.

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- Marketing Division, Kansas State Board of Agriculture, Topeka.
- Joint National Committee for Languages; Council for Languages and Other International Studies. Washington, D.C.



CAREERS



CAREERS WITH SECOND LANGUAGES

Today's students are practical and career minded. They want to know how each subject they study or each skill they develop will fit into their adult lives. Because society is becoming increasingly mobile and business more international, the ability to communicate in more than one language and expanded awareness of other cultures are more important than ever.

Traditionally, those interested in languages have pursued careers in:

- diplomatic service
- teaching
- interpreting, translating
- travel services
- missionary work
- research

Those careers are still viable options, but the range of opportunities where language knowledge is a definite asset continues to widen.

Depending on location, foreign language as a secondary career skill may be essential to a person in any occupation that deals with people. Some growing fields in which foreign languages are an asset:

- health occupations
 - physicians
 - nurses
 - technicians
 - hospitals and ambulance personnel
- child care (including management of facilities)
- community and social services
- personnel and employment
- printed media
- broadcast communications
 - performers and newscasters
 - writers
 - technicians
 - managers
- law and law enforcement
- computers
 - programmers
 - salespersons
 - consultants
- business and commerce
 - executives
 - salespersons
 - bank personnel
 - economists
 - commodities brokers

CAREER RELATED ACTIVITIES

The second language teacher can help students...

- ...gain awareness of occupations and what workers do;
- ...learn about different lifestyles;
- ...find out about their own interests, aptitudes and attitudes;
- ...learn how foreign languages relate to the "real" world.

These objectives can be enhanced in the foreign language classroom as students learn to use vocabulary and grammatical structures by engaging in realistic activities such as:

- Role playing situations that deal with selling, giving and receiving information (receptionist, bank officer, telephone operator, physician, counselor).
- Mock job search, including writing applications, thank you letters, letters of acceptance or rejection, and role playing of job interviews.
- Surveying the community for people skilled in the target language in order to compile a resource list and invite some of them to the class as speakers or to give instruction in dance, singing or crafts.
- Researching various aspects of the world of work in the target culture (length of workday, salaries, vacations, types of industry, training required) and preparing displays, posters, reports, classified ads.

- Preparing and presenting to the class (or school) radio or TV announcements and commercials, news, sports, and weather reports.

More ideas for activities can be found in:

Practical Application of Career Education. Kansas Consortium of Career Education and Kansas State Department of Education, 1983. (A copy of this publication is available at your school's library or counselor's office. If not, contact

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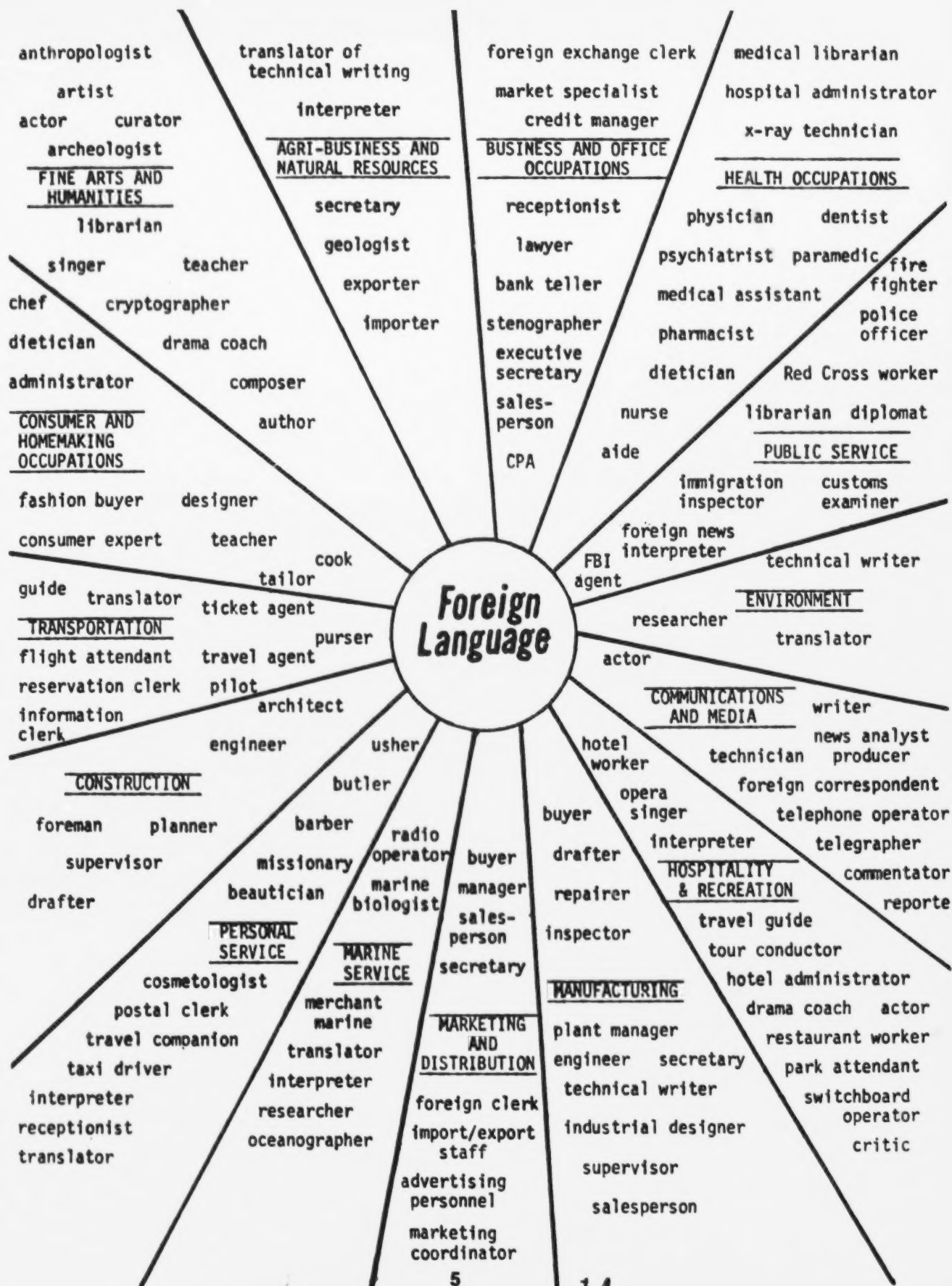
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IMPROVING LIKELIHOOD OF EMPLOYMENT WITH A FOREIGN LANGUAGE

Foreign language is a marketable skill. When paired with business administration or management, with marketing and sales, with engineering, with finance or accounting, or with a number of other professional or technical fields, it can help lead a person into meaningful employment and an interesting future. It is becoming increasingly important to deal in the vernacular of countries with which the United States trades. English may be enough when we are buying the products of other countries, but when selling our products and services to them, it may be essential to use their language.

Since the greatest volume of United States business is with Europe, Latin America and Canada, the foreign languages most in demand are:

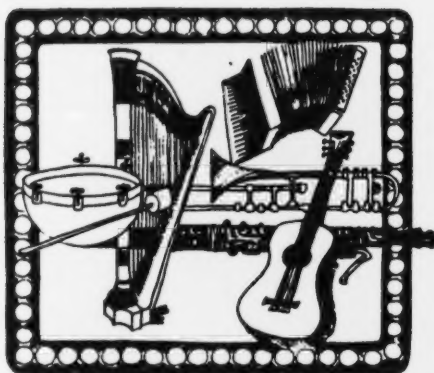
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| 1. Spanish | 3. German | 5. Italian | 7. Arabic | 9. Chinese |
| 2. French | 4. Portuguese | 6. Japanese | 8. Russian | 10. Indonesian |

The Fortune 500 corporations were asked to indicate which fields of study, combined with a foreign language, would improve the likelihood of employment. Their response is indicated on the following table:

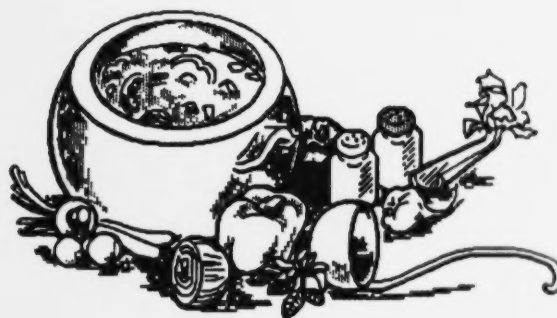
**Fortune 500 Ratings of College Majors
Best Combined with Language Skills***

Category	Number	Percent
Business adm./mgt.	104	72.22%
Marketing/sales	94	65.28
Engineering	81	56.25
Finance	57	39.58
Accounting	53	36.81
Secretarial skills	53	36.81
International relations	41	28.47
Economics	31	21.53
Clerical skills	22	15.28
Data processing	21	14.58
Law	19	13.19
Advertising	16	11.11
Communications	12	8.33
Library skills	12	8.33
Civil eng.	11	7.64
Statistics	11	7.64
Journalism	10	6.94
Public relations	10	6.94
Eng. lang. skills	9	6.25
Others	8	5.56
Psychology	8	5.56
Area studies	5	3.47
Sociology	5	3.47
Cultural studies	4	2.78
Political science	4	2.78
Fine arts	3	2.08
Public admin.	3	2.08

* Companies responding to one or more items: 144; Kendall's coefficient of concordance between above rankings and export management companies: 0.8422



CULTURAL ENRICHMENT



CULTURAL ENRICHMENT

Extra-curricular activities require a lot of time, effort and creativity from the teacher, but are highly motivating for the students, and therefore are vital to the success of a language program.

Through their participation in extra-curricular activities, students not only reap the benefits of language practice and experience with the target culture, but also have the opportunity to exercise leadership and take responsibility for work in meeting course-related goals.

Cultural activities beyond the regular classwork may take place in the language classroom, the whole school or the community. A well-planned language program will make efforts to include student organizations (language clubs, student government, drama club), and community groups. Activities that involve a variety of groups will have greater impact than one limited to a single language department or classroom.

SUGGESTED ACTIVITIES WITHIN THE CLASSROOM:

Research on Cultural Topics

Students do independent research on topics such as daily life skills, current events, impact of geography on the culture, significant historical development and arts and crafts. Teachers in other departments and school librarians would be good resource people for this research. Assignments should be made well enough in advance so that students will be able to use these resources and also contact outside sources like embassies, consulates, public and college libraries, newspapers and other organizations. The finished product should be shared not only within the language class but also with other classes and groups, particularly those who helped as resources.

Local Human Resources

Persons from the community who have lived within the target culture are often willing to share their knowledge and experiences with language students if invited to come into the classroom. Even in towns without an abundance of families of diverse ethnic backgrounds there may be residents who have lived or traveled abroad, foreign exchange students, active or retired military personnel, Peace Corps returnees, missionaries, and even tourists who may be staying long enough to spend a few hours in a classroom. These people could make presentations to a class, be interviewed by the students, or become conversation partners for the students. Even a single presentation done in English could be very valuable if the teacher plans it carefully to fit in with course objectives. (For suggestions on using human resources see *Beyond the Language Classroom: A Guide for Teachers*, The Experiment in International Living, 1984.)

Musical Heritage

Music is a basic expression of culture and should be utilized whenever possible as a means toward understanding the culture and identifying with it. Besides being useful for practicing vocabulary and grammar, songs bring the feelings of the people to students in an enjoyable, personal manner. Dancing is a more difficult activity to set up and find resources for, but it involves the students physically and emotionally making them feel as part of the culture even before they can participate actively in verbal communication in the target language. Native musical instruments and other elements of folklore are also vehicles of cultural awareness accessible even to novice students. The school's music department should be an excellent resource and setting for these activities. Good planning could bring about a variety of mutually beneficial joint projects.

Foods and Cooking

One way to language students' hearts is through their stomachs. Every culture has typical dishes and sweets that are simple enough to allow preparation in the classroom within a standard class period. More elaborate dishes or meals require cooperation with the home economics department and use of their facilities. Depending on how it relates to lesson objectives, cooking could be incorporated on a weekly basis. Beyond the obvious enjoyment of food, cooking activities provide opportunities for using the target language during preparation and learning about customs, table etiquette, household routine and food availability and preferences.

Bring and Brag (realia)

Realia has been used traditionally to illustrate meaning of concepts and vocabulary. It can also serve to heighten cultural awareness and to stimulate student interest. Pictures of objects can be used, but the actual objects representative of the culture are even better particularly when brought into the classroom by an individual (teacher, student or guest) who can tell of personal experiences relative to the items from abroad. Seeing the realia in the context of real life awakens student curiosity and encourages discussion; they want to find out more and are often motivated to investigate actively the culture on their own.

School "Twinning"

Teachers of English in other countries are as eager for their students to practice English and gain cultural awareness as we are for our students to use their French, German, Russian or Spanish and learn about their target culture. When two classrooms in different countries--each studying the other's language--become "twins" each acquires an invaluable source of information, realia and ideas, and a very real human connection with the language and culture. The two classes involved in a "twinning" arrangement agree to exchange photographs (or slides) of the students, the school and community, letters, audio tapes, stamps, posters, printed materials, and small objects that can be mailed without much difficulty. Packages are sent periodically throughout the school year, so there is always something new coming in and the students have time to develop a relationship almost as close as if they met in person.

SUGGESTED ACTIVITIES IN THE SCHOOL AND COMMUNITY:

Many of the classroom activities described above can be easily extended to involve the rest of the school and the community. Students who have been actively involved in learning to perform the *songs, dances, and music* of the target culture will most likely be eager to demonstrate their skills in performance for other classes, school assemblies, and community programs. Likewise the enjoyment of *cooking* and eating the typical foods ultimately stimulates students to want to prepare them for others, be it a special meal for their families or an international banquet for the school or community. Holidays and special events are ideal opportunities for expressing what has been learned in the cultural setting. A school, community center, store window, or any other public place decorated by language students draws attention to the culture as it adds to the celebration. Displays of student-made *arts and crafts* further promote awareness and interest in the culture as they contribute to the festive spirit.

Student Organizations

Participation in various school-organized and school-supported organizations affords the individual student yet another opportunity to learn more about the target culture and to practice leadership skills important to the total educational training of the young adult. In addition to the traditional language clubs found in most secondary schools, language departments may wish to sponsor dance groups, literary circles and/or creative dramatics groups. Students should be encouraged to converse in the target language at their meetings and to share what they learn with other organizations both in the school and in the community at large.

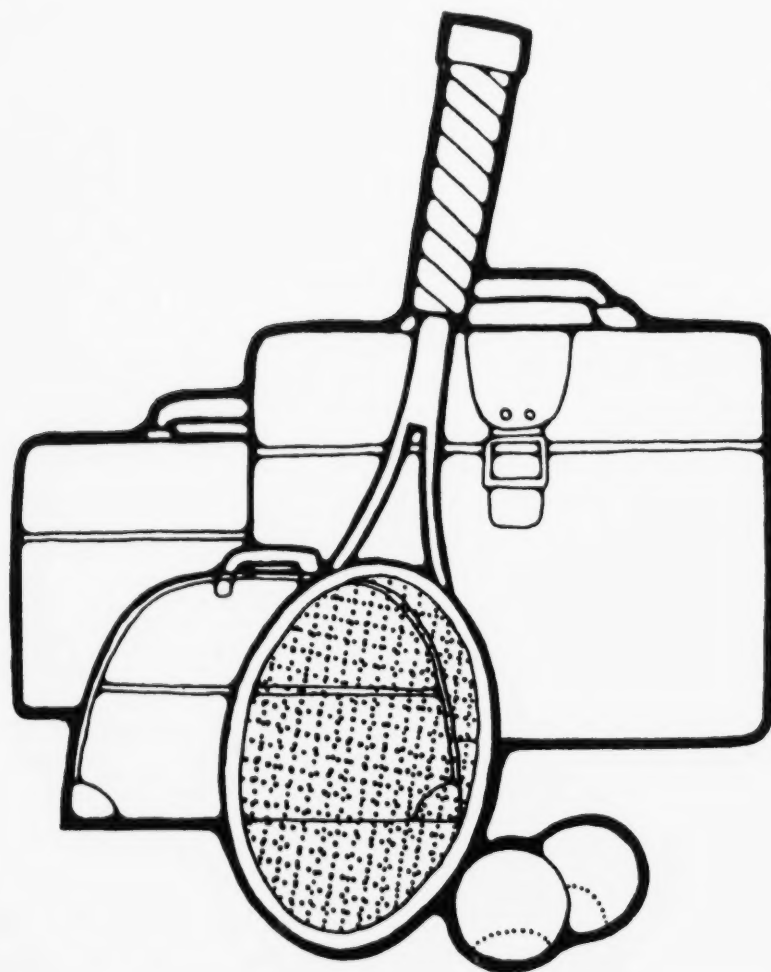
Student Competition and Recognition

It goes without saying that within the structure of a successful language class, students are constantly receiving encouragement, praise, and recognition from their teachers and fellow classmates. Yet another way to build self-esteem and to involve the student in additional language and culture-related activities is to encourage participation in the variety of language contests and fairs sponsored annually by colleges, universities and language organizations. Most competitive events include a wide variety of activities making it relatively easy for the students to find appropriate and interesting areas of competition. Students who have been actively involved in such projects invariably recall with warm feelings the accomplishments of their efforts and cherish the memories of the new friends they made at the contests and fairs.

Foreign Language Week

Foreign Language Week is the first full week of March but you may celebrate it whenever it best fits your schedule. Materials promoting the week may be purchased from: ACTFL (American Council on the Teaching of Foreign Languages, 579 Broadway, Hastings-on-Hudson, NY 10706).

INTERNATIONAL EXCHANGE PROGRAMS



INTERNATIONAL EXCHANGE PROGRAMS

Foreign language teachers have long known about the benefits that language students derive from spending time in a country where the language is spoken and the culture is all around them. Other educators are also becoming more cognizant of the increasing worldwide dependency among nations and need for global awareness. International exchange programs help respond to those needs and contribute to build understanding among people of different nations, thus promoting world peace.

International exchanges have existed for many years, and have increased in popularity since 1982 when several countries signed an agreement at Versailles known as the President's International Youth Exchange Initiative.

A number of experienced, reliable, non-profit organizations make arrangements for students to live and study abroad as participants in programs that range in length from several weeks to an entire school year. An exchange does not have to be on a student-for-student basis, that is, a family or school that receives an exchange student does not have to reciprocate by sending one of their own to the other country. However, agencies often offer reduced prices or scholarships to children of host families and host schools. The cost, borne by the student's family, varies with the program. The host family provides a place for the student to feel like a family member, and the host school accepts him/her as part of the regular student body.

Most exchange programs require participants to have studied the language of the host country but quite often, because they have not had much practice in the spoken language, it takes them a while to become fully functional in the new environment. A foreign language teacher can help ease the culture shock by being supportive, introducing the student to school personnel, explaining the rules and routine, and showing her/him around the school. In return, the exchange student can be a valuable resource in the foreign language classroom bringing in up-to-date cultural information and the native voice of a real person. The book *Beyond the Language Classroom* contains a wealth of suggestions for welcoming the international exchange student and involving him/her in foreign language classroom activities.

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One Friendship at a Time: Your Guide to International Youth Exchange. The President's Council for International Youth Exchange, 1983-84.

PUBLIC RELATIONS



WHAT IS PUBLIC RELATIONS?

Public relations is a planned effort to influence public opinion. It is based on the premise that a public which has been carefully and continually informed will be a wise public able to choose intelligently among the various options. The public relations process requires a set of purposes that identify with the public interest, outstanding performance in carrying out those purposes, and communications designed to reach target publics with specific messages that will motivate and reinforce attitudes and opinions or change them.

WHY FOREIGN LANGUAGE TEACHERS NEED PUBLIC RELATIONS

As foreign language professionals -

- We know that foreign language study is in the *public interest*.
- We want to *influence the opinion* of students, parents and the community regarding our programs and purposes.
- We need to *communicate* with our publics, to tell "our story" in a forthright, truthful and comprehensible way.
- We need to *plan* our strategy so as to take best advantage of our time and effort.

ELEMENTS OF A GOOD PUBLIC RELATIONS PROGRAM:

1. It is planned for a variety of approaches and applications to suit numerous opportunities.
2. It is based on facts.
3. It does not promise more than it can deliver.
4. The product has been thoroughly researched, evaluated and documented.
5. The target audiences have been carefully delineated.
6. Individual components of the program are designed specifically for each target audience.
7. Two-way communication exists between the producer and the public.

Publicity, press releases, advertising and such are part of public relations, but none of those elements by itself constitutes a public relations program.

WHO IS RESPONSIBLE FOR THE PUBLIC RELATIONS PROGRAM?

Who should be responsible for the foreign language public relations program?

The school administrator?

The counselor?

The science teacher whose students need to learn a language to enhance job opportunity?

Sorry, there is no easy way! The success of spreading the word of the value of language study goes back to just one person — the FOREIGN LANGUAGE TEACHER.

In our complex world, there is NO EASY WAY to convince people of the value of language study. One has to maintain a constant effort to educate and convince others of the value of knowing a foreign language. One handout, one newspaper article, one bulletin board will not help to maintain interest nor will it cause support for the language programs.

On a periodic basis, the FOREIGN LANGUAGE TEACHER MUST PLAN TO INFORM the public. He/she must decide whom to inform and about what. In dealing with STUDENTS, the teacher needs to point out the many ways in which a foreign language can be useful. Include the traditional ways such as travel, improved college scores, getting retroactive college credit by quizzing out of lower level courses, improving one's English, use of a language for reading, films, conversation. A fairly new emphasis is to urge students to continue a study of foreign language to use as an adjunct or tool in their career. A major in business, law, or sales, with proficiency of a foreign language opens new possibilities for career enhancement.

PARENTS, COUNSELORS, the PRINCIPAL and ASSISTANT PRINCIPAL need to know this same information. Parents, in particular, should be made aware of the financial savings to be realized when their children quiz out of college courses or are excused from certain prerequisites.

Don't forget your **CENTRAL OFFICE ADMINISTRATORS AND SCHOOL BOARD MEMBERS!** Since they control funds for programs, they must be aware of the value of language study.

TEACHERS OF OTHER DISCIPLINES need to learn how the study of a foreign language can dovetail with their own areas. Instead of the foreign language teachers' saying, "Take my class. It's all you need.", he/she should say, "Take my class in addition to your others as all will help you to a brighter future."

In this guide, **IDEAS** will be suggested for activities, and **HANDOUTS** will be available for you to thermocopy to give to the public.

Remember, it is the sustained effort on your part which will inform and convince others of the numerous values of language study. **YOU ARE THE ONE** who must give validity to your own foreign language program. You, as a foreign language teacher, are using your language as an adjunct or tool in the area of education. **THE ONLY ONE** that you can depend on to do the active and sometimes time-consuming work of teaching others the value of knowing another language **IS YOU.**

IDEAS FOR GAINING VISIBILITY IN YOUR SCHOOL AND COMMUNITY

1. Set up attractive bulletin board displays, outside your classroom, that teach something about a language or culture or about foreign language in general. Change the displays often.
2. Coordinate a program with the music teacher so foreign language songs are performed in a concert.
3. Have all your activities publicized in the school newspaper and put in foreign language cartoons, either student-drawn or professionally done.
4. Add foreign language magazines to the school library.
5. Make up foreign language versions of school songs or cheers; have students learn them and perform them at pep rallies and games; include cheerleaders in this activity.
6. Do a cooking unit in cooperation with the home economics teacher. Have the students prepare the food and serve it to parents, administrators, and board members. If possible, have students wear folk costumes, label dishes and utensils in the foreign language and decorate the room accordingly. You may also want to teach the diners foreign language phrases to evaluate the meal.
7. Expand a cooking unit into an international banquet that is open to the public.
8. Have a foreign language weekend with your own and neighboring language students.
9. Put on programs for service clubs and nursing homes. For example, a puppet show of a familiar fairy tale might be performed in the foreign language.
10. Have your activities covered in the local newspaper.

FOREIGN LANGUAGE AWARENESS HANDOUTS

Suggestions for Using This Information

The following pages are ideas to give you support as you work to inform and convince others of the value of foreign language study. You may use them in a variety of ways--as handouts, bulletin boards, articles for the media. Specific ideas are listed below.

1. When you make copies of the sheets, use colored paper or card stock.
2. If you are using materials for bulletin boards, allow students to color them.
3. Ways to share this information with others:
 - a. Counselors -- Give a handout periodically to the counselor. Discuss the value of the information.
Suggest that the counselor start a foreign language file to keep information on the value and reasons to study a foreign language.
Time your handouts so the counselor will be aware of the values of language study BEFORE your school's enrollment.
 - b. Teachers -- Give handouts to teachers when they do their career units. Show them how foreign language can be a tool or adjunct skill to business, law, secretarial work, sales, and engineering.
Give teachers the information sheets prior to enrollment so they can better counsel their students on such things as credit by exam or retroactive credit.
 - c. Parents and Students -- Give copies of the handouts to students. Ask them to take the information home to share with family members.
Have handouts ready to give to parents at PTA meetings, Back to School Nights.
Ask your school newspaper or PTA newsletter to publish an article based on the information.
 - d. Others -- When you make copies of items for counselors, teachers, parents or students, be sure you give a copy to
 - 1) your principal
 - 2) your assistant principal
 - 3) your school board members (usually this can be included in the information packet they receive before BOE meetings)
 - 4) your friends

**BUILD SUPPORT FOR FOREIGN LANGUAGE! IF WE IN THE FIELD DON'T DO IT, NO ONE WILL!!!
WE HAVE A GOOD "PRODUCT." LET'S HELP OTHERS TO SEE ITS VALUE TOO.**

Hey, I can speak foreign languages!

gesundtheit En garde
Bon voyage
auf wiedersehen Vaya con Dios



What Research Studies Show About Foreign Languages and the Basics.

Source: Foreign Language and the Basics, ACTFL, 2 Park Avenue, N.Y., N.Y. 10016

Foreign Language study increases English vocabulary.

French

tradition
action
cousin
quiche
ballet
bureau

Spanish

patio
taco
Casablanca
flamenco
fresca

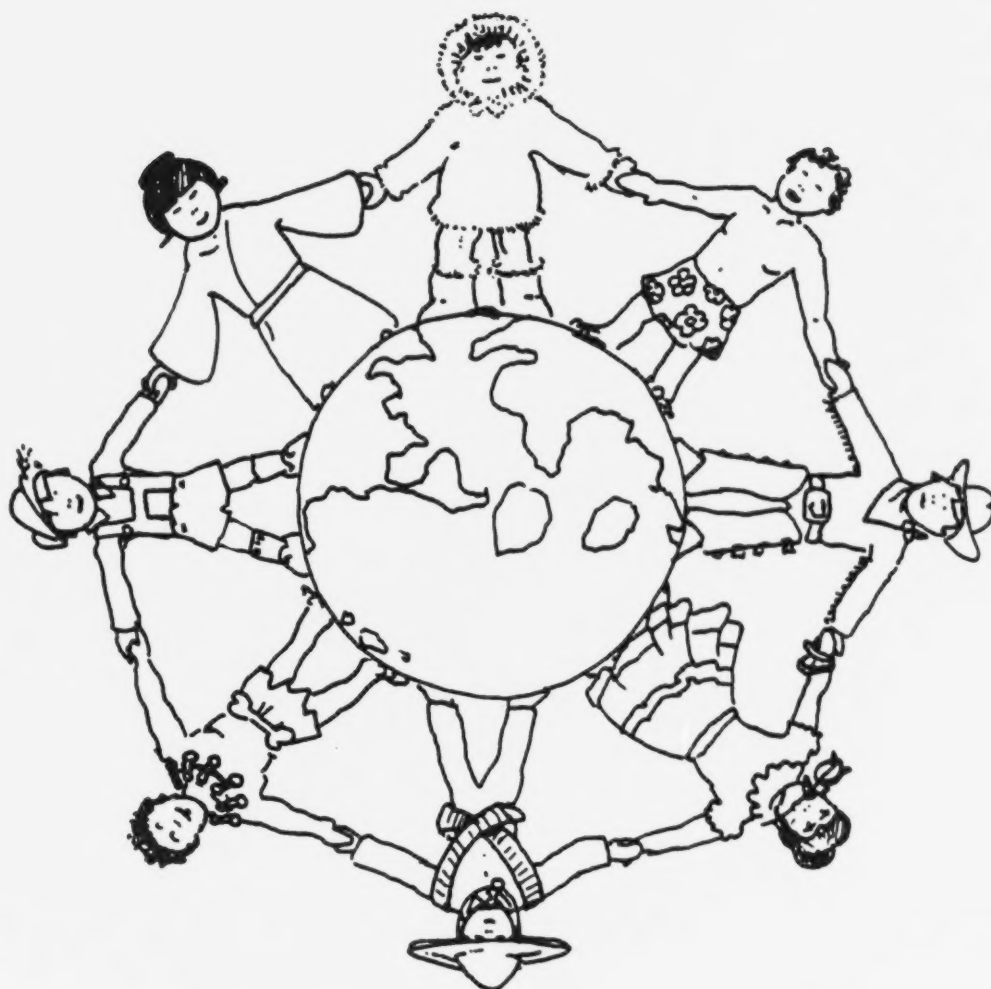
German

kindergarten
gesundheit
delicatessen
volkswagen



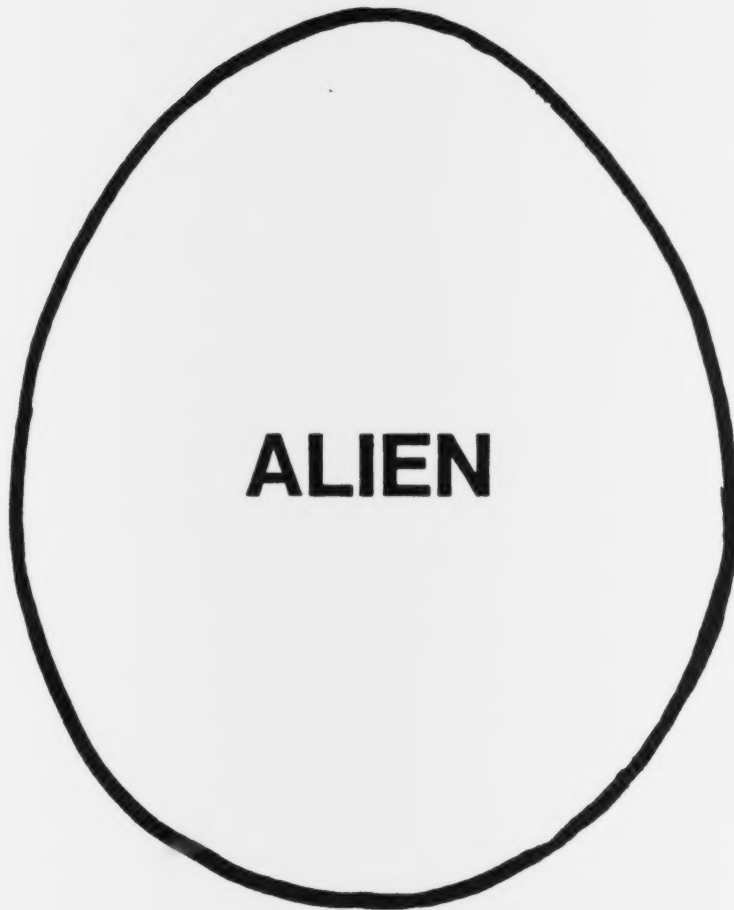
FOREIGN LANGUAGES

CAN TAKE YOU



EVERYWHERE

**A
FOREIGN LANGUAGE
ISN'T**



**ONCE
YOU KNOW IT**

*What famous people say about
the value of knowing other
languages and cultures.*

**“There is one move you can make
as a form of ‘insurance’ for just
about any career. Learn a foreign
language. With a language skill
added to your other skills, you
might double your chances of
getting the job you want.**

**Sylvia Porter
American columnist
(1978)**

METHODS AND APPROACHES



PEDAGOGICAL METHODS AND APPROACHES

Through the years, the emphasis in foreign language methodology has shifted from the curriculum, to the teacher, to the learner. "Curriculum-centered instruction" came complete with lengthy manuals. In "teacher-centered instruction," which is the main form of foreign language education in the United States today, the teacher, not the textbook, is the ultimate authority. In recently developed approaches, teaching is centered on the learners. It is tailored to their needs and interests, and the goals and rate of instruction can be personalized.

The acquisition of a second language involves the development of linguistic skills in four areas: listening, speaking, reading and writing, plus cultural skills. No single method or approach will provide mastery of all these skills; therefore, it is advisable to utilize a variety of methods and techniques in the classroom.

Among the methods and approaches in current use are:

Method/Approach	Features	Main Emphasis
Affective approach	Language is used to express personal experiences and feelings in group size appropriate to activity. Content focuses on students' interests, needs, feelings and values.	Communication
Audio-lingual method	Mimicry-memorization of dialogues and oral drills. Attention to correct form and avoidance of mistakes.	Listening Speaking Pronunciation
Bilingual method	Readings done in target language and mother tongue with flashcard pictures to illustrate each sentence. Student group imitation of sentences. Cues given in the mother tongue and by pictures. Substitution drills, question and answer, free conversation.	Comprehension Speaking
Community language learning (CLL)	Learners sit in tight circle. Knower stands outside circle behind learners. When learner says something, knower gives the translation. Learner records this on a cassette. After 10 minutes, the recording is replayed and learner recalls meaning of each utterance. Subsequent activities involve writing and grammar analysis.	Comprehension
Direct method	All instruction in target language. Use of authentic materials and concrete objects.	Comprehension Listening Speaking
Grammar/Translation	Emphasis on understanding and application of grammar rules. Use of those rules in translation. Memorization of vocabulary.	Grammar Reading Writing Translating

Method/Approach	Features	Main Emphasis
Natural approach	Instruction focuses on content of conversation rather than on form. Students placed in familiar settings and expected to express themselves with previously learned vocabulary. Vocabulary range is more important than grammatical accuracy.	Comprehension Speaking
The silent way	Enactive technique using rods of different colors, phonic charts, drawings and worksheets. All speech accompanied by actions. Students help one another use the language. Tolerance of errors.	Speaking Reading
Suggestopedia (Lozanov method)	Music used to relax the body and stimulate the mind. Non-threatening approach and supportive environment. Oral deciphering of text, reproduction of structures, role-playing and many other communicative activities. No homework.	Removal of psychological barriers to understanding, speaking and memorizing
Total physical response (TPR)	Involves the learner in physically responding to specific commands in order to enhance listening comprehension. Instructor gives commands in target language and demonstrates the movements setting the example of the concrete reality connected with the term. Students act but remain silent until ready to give the commands. Utterances become systematically more complex, using various moods, tenses, and persons to incorporate most features of the language. Internalized responses prepare the learner for subsequent concentration on speaking skills and enhance oral proficiency.	Listening Comprehension Speaking

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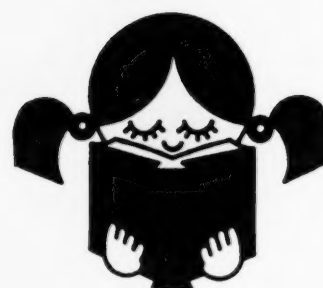
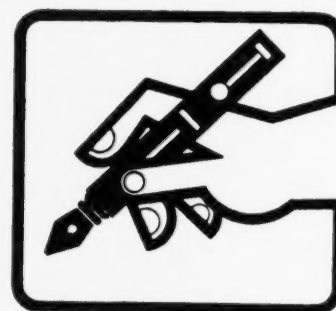
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**BASIC
LANGUAGE
SKILLS**



BASIC LANGUAGE SKILLS

Listening Comprehension

Current research shows that overall performance in language skills is improved when early concentration on comprehending the language occurs. Much of what is done in the initial phase of a language program is devoted to listening comprehension. Learning techniques similar to those used in the total physical response (TPR) approach are valuable at this stage of learning. TPR activities allow students to indicate understanding without calling for structures they cannot yet produce. Even after the initial phase of a language program, comprehension activities are carried out whenever new material is introduced.

Comprehension activities that lead to language production in communication tasks require more than passive listening. Students must understand the structure, content, and inferences of expressions well enough to produce and use them appropriately later. They also need to respond to the expressions appropriately, either with language or action.

When learners show good comprehension of the types of messages presented, they might try producing similar messages orally; or they might continue with more difficult listening tasks, such as listening to sustained language, without the opportunity to ask for clarification.

Listening tasks in the classroom include responding physically or with simple language to dialogue content, instructions, questions, narrations, descriptions, anecdotes, media presentations, and personal monologues.

Speaking Skills

When students appear ready to produce orally new material that they have been practicing as comprehension activities, they should be given the opportunity to try out various elements of it in context. Error correction and evaluation for accuracy must not frustrate the student at this point. The student needs opportunities to experiment with the language. Later on, activities can be devoted to improving accuracy and fluency.

Speaking tasks may be organized around common language functions, such as greeting, requesting, giving directions, commanding, complimenting, describing, agreeing, and questioning. Conversations can be further organized around common situations, such as typical communication in a store, restaurant, post office, playground, auto service station, doctor's office, airport, and hotel. In the classroom students can perform simulation games, tell partners about video or film presentations shown to half the class, take various roles in language survival situations, give instructions, describe things and scenes, tell simple stories, or interview a partner.

Reading Comprehension

Three kinds of linguistic information must be used simultaneously when reading for meaning. The first kind of information is the symbolic, the graphic symbols of the alphabet or whatever graphic representation is used. The processing skills involved are sound and symbol recognition, word recognition, phonetic analysis, and structural analysis.

The second kind of information is semantic, the meaning associated with words and phrases. Processing skills included here are knowledge of vocabulary and concepts, use of contextual clues, knowledge of idiomatic expressions, and understanding of metaphors.

The third kind of information is the syntactic, the structure of language. The processing skills required are knowledge of grammatical functions, the ordering of words, and sentence patterns.

The teaching task becomes one of helping students use efficiently the three kinds of linguistic information in an integrated manner to extract meaning from written language.

Reading at beginning levels generally should be based on language mastered orally by the students, and this procedure should continue until the visual and oral connection is secure. Reading matter should be selected that conveys interesting, relevant, useful, or amusing messages and information in real-life contexts.

Reading tasks in a foreign language include intensive reading for specific, detailed information and extensive reading for general information and meaning.

Writing Skills

Communication through writing consists of such tasks as leaving notes, writing letters, filling out forms and such school-related activities as taking notes, writing reports, or writing essays and formal papers.

Taking spelling tests and filling in blanks in workbooks are seldom real-life writing tasks. Spelling activities may have a place in establishing symbol-to-sound correspondence or as a prewriting activity; but in general, dealing with spelling problems is more effective when students actually perform meaningful writing tasks.

Writing tasks should be based on topics appropriate to the learners' interests and levels of knowledge. The tasks should also be based on the students' prior oral experiences with the language, at least in beginning stages. Writing should be done with some realistic communicative purpose in mind, and these purposes ought to be as varied as possible. As students advance, they should be given the opportunity to study good models of writing and to try to emulate these models' purpose and style. Students should be taught techniques for monitoring and revising their own writing.

Cultural Awareness

Gaining knowledge about the cultural aspects of a language and the people who use it is an inseparable part of the foreign language learning process. A language is a reflection of a culture and, in turn, shapes many of the features of the culture. Culture is commonly equated with patterns for living or the whole pattern of behavior that is shared by a group. Culture includes all the rules for acceptable behavior that are learned by the people who are part of the group or community. It also includes the values and beliefs that the group shares--values that underlie their behavior.

When focusing on aspects of culture, the teacher has several objectives in sight. Among these are that students should realize that each culture is unique and constantly evolving and that individuals within each culture vary. Properly presented, these truths about cultures will help most students grow in tolerance and appreciation of individuality, diversity, and contrasts. Students are also brought to the realization that many cultural universals exist, that the peoples of the world are linked together by many common concerns.

FOREIGN LANGUAGES IN ELEMENTARY SCHOOL



FOREIGN LANGUAGES IN ELEMENTARY SCHOOL (FLES)

As more people become aware of the many advantages of teaching foreign languages in the entire elementary school curriculum, it becomes very important to determine how this might be carried out most efficiently and successfully. Following are three possible scenarios for introducing foreign language into the elementary school: a) extracurricular; b) core-curriculum; and c) bilingual FLES.

a) *Extracurricular FLES* is ideally offered to all students, either with volunteer or paid teachers. Extracurricular foreign language courses are generally offered before or after the regular school day, and sometimes as a Saturday or Sunday class. A common schedule is 20-30 minutes three-five days per week. The teachers are usually local people with the requisite skills, often with no preparation for the specific task of instruction in the language. They are generally paid through an enrollment fee and sometimes are supervised by those with preparation in foreign language education. This supervisor or program coordinator will be called upon to organize and maintain the program, to interview, hire and observe teachers, and to clarify the concepts involved in FLES and the developments in research that are important for the teaching of foreign languages in the elementary school and beyond (secondary school and higher education).

Disadvantages: Continual attention must be given to filling the staff positions, as a high rate of turnover can be anticipated; only a portion of the prospective population would participate; continuity within the program could become difficult to attain due to the elective nature of participation.

Advantages: This could be a good first step toward a regular core curriculum subject (teach the second/foreign language in the regular school day). The community can have first-hand experience with FLES and can then commit resources after gaining supporting evidence. Learners gain lifelong pronunciation skills and, often, a positive attitude toward subsequent language learning.

b) *Core-curriculum FLES* implies the addition of foreign language study as an accepted part of the regular curriculum in the elementary school. The foreign language would be taught as a regular subject; it can be successfully coordinated with social studies and other subject areas. Subject matter that is taught in the foreign language often transfers directly to the equivalent content area being taught in the mother tongue. K-3 are recommended to have 20 minutes of instruction per day; 4-6 can handle 30-45 minutes, depending on the content, the background in FLES, and the goals of the course. Teachers must be certified to teach the foreign language. A minimum level of 2 (Advanced) on the ACTFL Oral Proficiency Scale should be demonstrated in speaking, plus a FLES methods course and sufficient formal study to assure knowledge about the language and culture, as well as functional skills in both. Some attention should be given to the extra time and funds needed to prepare materials in a new program; very few published materials are directly applicable. The FLES teacher should maintain contact with parents, classroom teachers and administrators, to assure accurate understanding of the procedures and goals of FLES.

Disadvantages: The time constraints imply a restricted amount of contact with the foreign language for students in a core-curriculum program. Goals must be limited to the attainable; ongoing evaluation of attainment should bring regular redefining of goals. Progress in functional language ability will be slow.

Advantages: Core-curriculum FLES offers much more intense contact with the foreign language, in most cases, than does extra-curricular FLES. Full-time personnel can bring enhanced development of materials and techniques. Learners will gain functional skills in communication, however restricted, and will gain enhanced understanding of the functioning of their native language. This is no small attainment for a well-run FLES program and is of infinite value to all learners.

c) *Bilingual FLES* assumes that the program will have a goal of developing equivalent language skills in both the mother tongue and the second language. This requires very intensive learning in the second (foreign) language in the beginning stages, whatever the beginning age. Subject matter will be taught in either language, commonly one half in each language. Regular classroom teachers instruct in the second or foreign language. Immersion, in which all subjects are taught in the target/foreign language, often makes a transition into a bilingual program.

Disadvantages: Finding teachers with the requisite skills in the foreign language as well as certification as an elementary school teacher may be difficult. Generating the necessary skills in current teachers would require intensive classes in summer.

Advantages: Learners can acquire a high level of functional skills. Intellectual and social growth can be enhanced. A program that articulates well with the secondary school and its bilingual program can result in fully bilingual persons, enhancing their prospects for a variety of applications in life.

PLANNING AND IMPLEMENTING FLES

The following hints may help you in planning and implementing a successful FLES program:

Emphasize oral communication presented in a context that is meaningful to children.

Make the program activity-based rather than grammar-based. Build the activities upon concrete experience, and tie them into the children's love of and need for movement.

Incorporate up-to-date information that reflects the world of the child and start from the child's interests.

Allow sufficient time for planning.

Integrate the program with the rest of the curriculum.

Use technology judiciously (don't expect television or computers to do the job of a competent teacher in the classroom).

No one should be allowed to expect more from the program than it can deliver. Plan realistic goals and make sure that parents, teachers, administrators and board members know what those goals are.

Encourage the cooperative efforts of parents, teachers, school board members and administrators in designing the kind of program that will meet the interests and needs of the local community.

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LANGUAGE PROFICIENCY



LANGUAGE PROFICIENCY

What is Proficiency

Oral proficiency implies the ability to speak and understand human transactions expressed orally. This is usually referred to as a one-on-one conversation for conducting all types of interactions such as social conversation, business communication, and instructional procedures.

In recent years, there has been an increasing awareness of the need for Americans to speak and understand foreign languages proficiently. While the present emphasis is on speaking, other aspects of language such as listening, reading, writing, culture, and accuracy must not be overlooked since they contribute to and sustain oral proficiency. The expected or desired outcomes of instruction at the various levels must be based on the specific objectives stated.

Proficiency is not the same as achievement, which involves the learning and mastery of a limited body of material. Proficiency in a language is determined by what the learners can *do* with the language in oral or written modes, to satisfy needs pertaining to survival, social interaction or even discussions and negotiations.

Measuring Oral Proficiency

Since oral proficiency has become the major goal, teachers must move toward a more reliable and valid measurement of speaking and understanding skills. The traditional achievement test which evaluates the student's ability to translate or to apply grammar rules in isolated examples does not adequately indicate progress toward proficiency in speaking and listening comprehension. Teachers must use tests which will measure speaking performance.

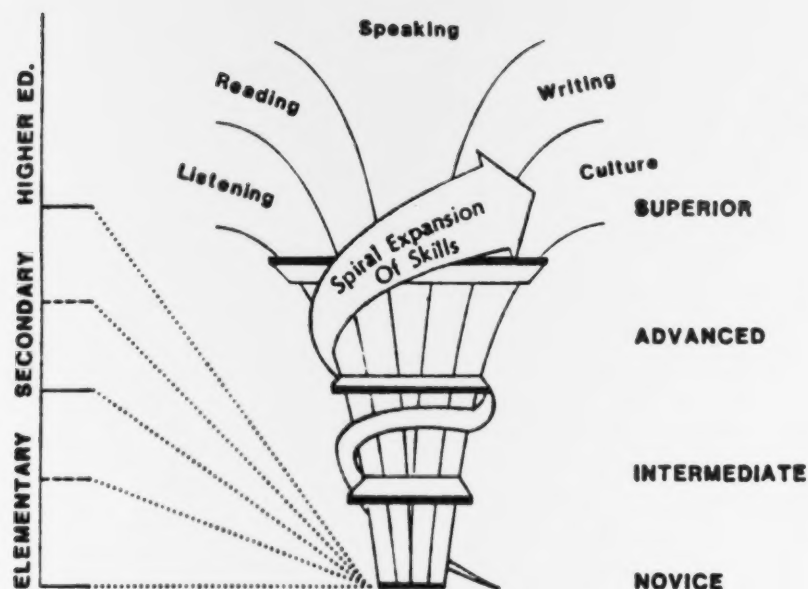
The American Council on the Teaching of Foreign Languages (ACTFL) and the Educational Testing Service (ETS) have collaborated to refine and adapt the government's guidelines of oral proficiency for use in schools and universities. It seems highly practical to use the criteria already established to help describe levels of student progress.

Proficiency assessment is not done easily or frequently. The assessor must have the proper training, and the assessment requires a great deal of time with each student. One of the important values of proficiency measurement is for evaluating the effectiveness of the foreign language program or course in general. Are the daily learning activities in the classroom leading to an overall advancement in students' ability to perform in the language? Have the learning activities been of such a nature that students have been able to integrate the many learning tasks into a more extensive application of language functions? A random sampling of students' proficiency levels is often sufficient for evaluating local programs.

The Levels of Oral Proficiency

The levels of proficiency have been labeled *novice*, *intermediate*, *advanced*, and *superior* (with a fifth level, *distinguished*, in listening and reading). There are three stages—low, mid, and high—in each of the novice and intermediate categories. A person at the *novice-low* level has no functional ability in the language, while someone at the *superior* level is socially and proficiently competent. These levels do not necessarily correspond to any given year or years of language study. Some students will take longer than others to move or progress through the four levels. Students may begin foreign language study at any grade level.

It must be kept in mind that whenever students begin learning a language, they are at the novice level and must progress through each level in sequence. The individual student's performance may vary from level to level in differing skills. At any given time, a student may achieve listening skills at intermediate-high level with speaking skills at intermediate-low level while his writing skills are at novice-high and his reading comprehension may be at intermediate-high.



The ACTFL/ETS guidelines are a reflection of normal, natural language development. They describe abilities students acquire as they study a foreign language. They are NOT an attempt to prescribe how language SHOULD develop, but rather a description of how language DOES develop. At the novice level, students are operating with limited material consisting of brief utterances. Creativity with the language is limited to vocabulary related to survival needs. At the intermediate level, however, students are able to create with the language. Original sentences occur as students acquire the ability to handle most survival needs and limited social demands. At the advanced level, the students demonstrate the ability to narrate and describe in the past, present, and future. At the superior level, students are able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. They can discuss particular interests and special fields of competence.

Teaching for Oral Proficiency

Basing a curriculum on proficiency makes sense because it helps ensure that students will be able to use the language for real life activities. Proficiency can be described in practical terms and divided into natural developmental levels; therefore, curriculum can be designed to help students acquire usable language ability or proficiency.

With sufficient planning, almost any textbook can be used in a proficiency-oriented class by using the text creatively, changing sequence and emphasis as needed and adding or subtracting as appropriate. Lessons can be devised or text chapters modified to ensure that the natural development is aided rather than circumvented.

The ACTFL/ETS Proficiency Guidelines serve as the basis for assisting the teacher to guide students through the natural sequence of language development. They help in avoiding the frustration caused by attempts to teach and to learn a more advanced level of grammar than that for which the students are ready. The results are that students and teachers can readily see the progress and feel success for the tremendous effort applied to teaching and learning a foreign language.

Articulation

The oral proficiency guidelines, coordinated by the local teachers to their curriculum can serve as goals for articulation of programs, i.e. as guideposts along the path of study through several levels of schooling. Rather than defining levels by years of study, or by the textbook being used, one can define them by degrees of linguistic proficiency as used in communication and by how much knowledge about the culture a learner has acquired.

Thus, for example, the attainment of the novice-mid level could be the goal for seventh grade students in a program that begins in the sixth grade and provides one-half hour of instruction each day. In another school, the same novice-mid level could be the goal to be attained by tenth graders at the end of their first year of language study. How far each group of students can go is determined by local needs and conditions and by the students' ability, rather than imposed from outside by texts or other materials.

Using the oral proficiency guidelines as framework, faculty from elementary, middle, secondary and postsecondary schools can work jointly to develop a global plan of the goals to be attained at various points along the continuum from beginning to advanced studies. Periodic objective measurement of learners' attainments would give the faculty information needed for adjustments to the goals or to the program in order to enhance them or to make them more realistic.

Because the guidelines encourage sequential progress rather than the accumulation of uncoordinated years of study, using them as framework would reduce overlapping and unnecessary repetition in course content. It would also facilitate the accurate placement of students as they move from one school setting to another; and it would provide clearer means of expressing program and individual accomplishments to the faculty, the learners and the public.

ACTFL Proficiency Guidelines

Generic Descriptions-Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

NOVICE	The Novice level is characterized by an ability to recognize learned material and isolated words and phrases when strongly supported by context.
Novice-Low	Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.
Novice-Mid	Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.
Novice-High	Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.
INTERMEDIATE	The Intermediate level is characterized by an ability to understand main ideas and some facts from interactive exchanges and simple connected aural texts.
Intermediate-Low	Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.
Intermediate-Mid	Able to understand sentence-length utterances which consist of

recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Intermediate-High Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

ADVANCED

The Advanced level is characterized by an ability to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation, including some topics where comprehension is complicated due to an unexpected sequence of events.

Advanced Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Advanced-Plus Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.

SUPERIOR

The Superior level is characterized by an ability to understand concrete and abstract topics in extended discourse offered by speakers using native-like discourse strategies.

Superior Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely

misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

DISTINGUISHED

Distinguished

The Distinguished level is characterized by an ability to understand accurately most linguistic styles and forms from within the cultural framework of the language.

Able to understand all forms and styles of speech pertinent to personal, social, and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Generic Descriptions-Speaking

NOVICE

The Novice level is characterized by an ability to communicate minimally with learned material.

Novice-Low

Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

Novice-Mid

Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

Novice-High

Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

INTERMEDIATE

The intermediate level is characterized by an ability to
—create with the language by combining and recombining learned elements, though primarily in a reactive mode;
—initiate, minimally sustain, and close in a simple way basic communicative tasks; and
—ask and answer questions.

Intermediate-Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
Intermediate-Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
Intermediate-High	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

ADVANCED

	The Advanced level is characterized by an ability to —converse in a clearly participatory fashion; —initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; —satisfy the requirements of school and work situations; and —narrate and describe with paragraph-length connected discourse.
Advanced	Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Advanced-Plus Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well-developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech, but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

SUPERIOR

The Superior level is characterized by an ability to
—participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
—support opinions and hypothesize using native-like discourse strategies.

Superior

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior-level speaker is only partially familiar with regional or other dialectical variants. The Superior-level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical, and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Generic Descriptions—Reading

These guidelines assume all reading texts to be authentic and legible.

NOVICE

The Novice level is characterized by an ability to
—identify isolated words and phrases when strongly supported by context; and
—identify learned material.

Novice-Low

Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice-Mid

Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice-High

Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

INTERMEDIATE

The Intermediate level is characterized by an ability to understand main ideas and some facts from simple connected texts.

Intermediate-Low

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate-Mid

Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

Intermediate-High

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

ADVANCED

The Advanced level is characterized by
—an ability to read with consistent understanding prose several paragraphs in length, dealing primarily with factual information and intended for the general reader; and
—in areas of special interest or knowledge, an increasing ability to understand parts of texts which are propositionally and linguistically complex.

Advanced

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject-matter knowledge but also from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

Advanced-Plus Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

SUPERIOR

The Superior level is characterized by an ability to read, for information or for pleasure with almost complete comprehension and at normal speed, a wide variety of texts on a wide variety of topics.

Superior

Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject-matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation, and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports, and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.

DISTINGUISHED

The Distinguished level is characterized by an ability to read fluently and accurately most styles and forms of the language with comprehension that is achieved from within the cultural framework of the language and that includes appreciation of nuance and subtlety.

Distinguished

Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject-matter area directed to the general reader.

Generic Descriptions—Writing

NOVICE	The Novice level is characterized by an ability to produce isolated words and phrases.
Novice-Low	Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
Novice-Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
Novice-High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50–100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.
INTERMEDIATE	The Intermediate level is characterized by an ability to meet practical writing needs by communicating simple facts and ideas in a loose collection of sentences.
Intermediate-Low	Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.
Intermediate-Mid	Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.
Intermediate-High	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.

ADVANCED

The Advanced level is characterized by an ability to write narratives and descriptions of a factual nature of at least several paragraphs in length on familiar topics.

Advanced

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.

Advanced-Plus

Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.

SUPERIOR

The Superior level is characterized by an ability to write formally and informally on practical, social, and professional topics.

Superior

Able to express self effectively in most formal and informal writing on practical, social, and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target-language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

PROFICIENCY-BASED OBJECTIVES

The curriculum objectives outlined in this Handbook are based on the ACTFL Proficiency Guidelines and organized by skill areas—listening, speaking, reading, writing, and cultural awareness—within each of the novice, intermediate and advanced levels. The effect of these objectives is cumulative, but the order in which they are attained makes no difference, as long as the learners are not expected to perform at a level higher than that for which they are ready.

The terms "standard" and "objective" used in this guide have specific meanings and are helpful in defining the proficiency levels. A standard is a broad definition of a task: e.g., "ordering food," "giving directions," and "requesting information." The same standards, due to their general nature, can be used to describe tasks at more than one level. An objective is more level-specific and defines the bounds of the task. For example, the standard of ordering food at the novice level could be limited by the objective "Order a meal from a simple menu." The same standard could appear at the intermediate level with the objective, "Order a meal for yourself and a friend and make substitutions for items not available." At the advanced level the standard could be, "Order a meal for a wedding reception from a catering company."

It is important to remember that proficiency levels are not equivalent to years of instruction and are not related to the age of the learner. Proficiency is the measure of what one can actually do with the language in a real world setting. While the proficiency statement cannot be translated into traditional measurements of seat time, the following chart provides a suggested comparison between years of foreign language study in secondary schools and proficiency levels. This chart is geared toward students of average ability. In the same amount of time, some students may progress beyond the designated levels while others may not quite reach these levels.

YEARS OF FOREIGN LANGUAGE STUDY IN SECONDARY SCHOOLS COMPARED TO PROFICIENCY LEVELS

END OF YEARS	LISTENING	SPEAKING	READING	WRITING
1	intermediate	novice-mid	novice-mid	novice-high
2	intermediate high	intermediate low	intermediate low	intermediate low
3	advanced	intermediate mid	intermediate high	intermediate mid
4	advanced plus	intermediate high	advanced	intermediate high
5-6	Students should be within the advanced level in all skills			

At all levels of education, while effort or attendance contribute to achievement, the ultimate assessment should be based upon proficiency. In order to function with a language in a real world setting, students need to be assessed on more than the isolated elements of language normally measured on an achievement test. Ongoing testing needs to reflect proficiency oriented objectives.

NOVICE LEVEL

DESCRIPTION

Novice students begin without knowledge of the target language. They proceed through emphasis on listening comprehension to use language consisting of brief utterances related to elementary needs and courtesy expressions. Students begin to communicate with increasing flexibility based on a limited vocabulary.

LISTENING

STANDARD Students demonstrate, through appropriate interaction, an understanding of what they hear.

OBJECTIVES

Understand and respond to:

1. Basic greetings and courtesy expressions (formal and familiar address).
2. Classroom commands.
3. Terms including gender for common objects in classroom.
4. The alphabet.
5. Names of family members: mother, father, brother, sister.
6. Days of the week, months, seasons, holidays and birthdays in context.
7. Body parts, colors, clothing, home and furnishings, and food in context.
8. Expressions of emotion: likes, dislikes, and feelings.
9. Vocabulary pertaining to nature including plants, animals, and earth.
10. Addresses, directions, and geographical terms.
11. Numbers, dates, age, time, weather and the metric system.
12. Questions about daily routine.
13. Vocabulary relating to the following topics: occupations, recreational activities, health, and transportation.
14. Money concepts.

SPEAKING

STANDARD Students share information effectively in speech using vocabulary appropriate to age and situation.

OBJECTIVES

1. Use basic courtesy expressions.
2. Use terms for common classroom objects.
3. Recognize and answer questions involving the interrogatives who, what, where, when, which and how many/much.
4. Recite and spell in the target alphabet.
5. Use names for family members: mother, father, sister, and brother.
6. Use all calendar and time expressions in context.
7. Use words describing body parts, clothing, colors, weather, home and furnishings, and food.
8. State likes, dislikes, and feelings.
9. Use words and short phrases pertaining to nature including plants, animals and earth.
10. Use terms needed for giving directions.

11. Use money concepts in everyday context.
12. Talk about routine activities.
13. Make simple statements about people, places, or things pertaining to occupations, recreational activities, health and transportation.
14. Ask simple questions.

READING

STANDARD Students demonstrate recognition and comprehension of words in isolation and read short phrases.

OBJECTIVES

1. Recognize written symbols (alphabet and diacritic signs) and associate each with the sound system.
2. Comprehend calendar and time expressions.
3. Comprehend words relating to family, body parts, clothing, color, weather, home, food, and transportation.
4. Comprehend vocabulary concerning likes, dislikes, and feelings.
5. Comprehend vocabulary concerning nature, geographic terms, numbers, money concepts.
6. Comprehend simple descriptive texts using familiar vocabulary.
7. Recognize terms for occupations, recreational activities and health.
8. Understand how to respond to essential information on public signs, maps, and schedules.

WRITING

STANDARD Students write acquired phrases and simple sentences.

OBJECTIVES

1. Label objects and pictures in the target language.
2. Write short phrases and sentences using familiar vocabulary and expressions in a coherent manner.

CULTURAL AWARENESS

STANDARD Students demonstrate an understanding of cultural concepts and the ability to use common cultural linguistic and paralinguistic elements (gestures and intonation) related to the language being learned.

OBJECTIVES

1. Locate on a world map the country (countries) and main cities where the language is spoken.
2. Demonstrate appropriate greeting procedures and use titles and names of the target culture (familiar and formal forms of address).
3. Respond to classroom commands with behavior appropriate to the culture.
4. Use appropriate gestures.
5. Observe diversity among cultures in clothing, personal habits, weather, homes and furnishings, and food and eating habits.
6. Identify animals and plants specific to target country (countries).
7. Develop an awareness of art, literature, and music.

INTERMEDIATE LEVEL

DESCRIPTION

Intermediate level students are distinguished from novice level students by their greater ability to create and express their own thoughts both in speaking and writing the target language. They are able to understand short conversations and to read and write simple paragraphs. They read various materials according to their interest and maturity.

LISTENING

STANDARD 1 Students understand short conversations about survival needs and social conventions.

OBJECTIVES

1. Understand numbers beyond 100—cardinal and ordinal—decimals, dates and years.
2. Understand formal introductions, greetings and conversational situations involving varied social graces and courtesies (formal and familiar address).
3. Understand through acquired vocabulary basic survival situations: meals, house and neighborhood, public lodging, time, simple instructions and commands, directions, currency exchange, shopping, and postal service.
4. Understand questions about biographical data and state of health necessary for customs, police and medical emergencies.

STANDARD 2 Students understand main ideas and are able to comprehend the gist of topics beyond survival needs.

OBJECTIVES

Understand extended vocabulary about:

1. Food, table settings, kitchen utensils and facilities.
2. Transportation, vehicle use and operation.
3. Common entertainment (sports, games, hobbies, other leisure time activities).
4. Metric measurements (distances, height, weight, quantity, volume).
5. Countries and nationalities.
6. Time, dates, monetary units, clothing sizes.
7. Important events and celebrations (birthdays, anniversaries, national, regional, religious holidays).
8. Weather in detail (individual seasons, aspects thereof, weather reporting).
9. Professions, occupations and occupational tools.
10. Building and structures (as related to professions, shopping, and leisure time activities).
11. Geographical terminology (bodies of water, land features, towns, cities, other political divisions).

SPEAKING

STANDARD 1 Students initiate, respond to, and maintain conversations about survival needs and social conventions.

OBJECTIVES

1. Use numbers beyond 100—cardinal and ordinal—decimals, dates and years.
2. Use formal introductions, greetings, and conversation in situations involving varied social graces and courtesies (formal and informal address).

3. Use acquired vocabulary to communicate in basic survival situations: meals, house and neighborhood, public lodging, time, simple instructions and commands, transportation, directions, currency exchange, shopping and postal service.
4. Respond to basic questions about biographical information and state of health necessary for customs, police and medical emergencies.

STANDARD 2 Students show increasing spontaneity and flexibility using short utterances and simple sentences.

OBJECTIVES

Use extended vocabulary to identify and describe:

1. Foods, table settings, kitchen utensils and facilities.
2. Transportation, vehicle use and operation.
3. Common entertainment.
4. Metric measurements (distances, height, weight, quantity, volume).
5. Countries and nationalities.
6. Time, dates, monetary units, clothing sizes.
7. Important events and celebrations.
8. Weather, temperature, seasons, climatic conditions.
9. Professions, occupations, and occupational tools.
10. Building and structures.
11. Geographical terminology.

READING

STANDARD Students infer or clarify meaning from illustrations, headings and contextual clues in short selections.

OBJECTIVES

Understand:

1. Recipes and menus.
2. Instructions, signs and schedules related to public transportation, itineraries, and other travel procedures.
3. Advertisements and posters, regarding common entertainment: movies, concerts, plays, and museums.
4. Reports on temperature, weather and climatic conditions.
5. Names of countries, nationalities, and main cities; directions on maps and street guides; geographical terminology.
6. Notes, letters, invitations, greeting cards, cartoons, skits, descriptions, brief reports and narrations.
7. Commands pertaining to passing through customs, obeying police orders, and following medical instructions.
8. Advertisements for jobs, goods for sale, housing and services.
9. Newspaper headlines and story titles.
10. Simple instructions for operating telephones and appliances.

WRITING

STANDARD 1 Students write short conversations and/or simple paragraphs about survival needs and social situations.

OBJECTIVES

1. Use written cardinal and ordinal numbers in context.
2. Write for communication: letters, invitations, messages, cartoons, skits, reports, descriptions, and short narrations.
3. Write with acquired vocabulary about basic survival situations: meals, housing, neighborhood, time, transportation, simple instructions (route directions), banking, shopping, postal service, state of health, and biographical information.

STANDARD 2 Students take simple notes, write summaries, and take dictation on materials dealing with topics beyond survival levels.

OBJECTIVES

Take notes, dictation, and write simple accurate paragraphs on the following:

1. Countries: history, geography, customs, and nationalities.
2. Instructions.
3. Descriptions: color, sizes, shapes, feelings, opposites.
4. Entertainment: sports, games, hobbies.
5. Weather and seasons.
6. Important events and celebrations: birthdays, anniversaries, national, regional, and religious holidays.
7. Biographical information.
8. Professions and occupations.

CULTURAL AWARENESS

STANDARD Students demonstrate increased awareness of cultural concepts related to the target language.

OBJECTIVES

1. Describe geography, topography, and climate of countries where target language is spoken.
2. Briefly discuss and describe customs: food preparation and eating habits, lodging (private and public), clothing (current styles and traditional dress), and entertainment.
3. Describe and discuss historical facts: personalities, settings, events, structures (buildings, monuments, statues), and political systems (past and present).
4. Discuss values and beliefs generally accepted and practices within the culture of the target language.

ADVANCED LEVEL

DESCRIPTION

Students at the advanced level demonstrate growing proficiency in the language skills. They understand and are understood by a native speaker not accustomed to dealing with foreigners. They use the target language for all classroom business and interactions. They begin to speak on the paragraph level to express their thinking and ideas. They can narrate and describe as well as ask questions in routine social situations and in limited work requirements. Speaking skills begin to reflect increasing accuracy with respect to grammar and pronunciation and are augmented and sustained by the development of the reading and writing skills. They read with comprehension most factual information in nontechnical prose and understand some selections on specific topics as related to special interests. They can write routine social correspondence and simple compositions of at least several paragraphs on familiar topics.

LISTENING/SPEAKING

STANDARD Students will be able to initiate, comprehend, and maintain a conversation.

OBJECTIVES

1. Understand routine social conversation and participate as a full partner.
2. Understand and respond appropriately to instructions and questions related to school and work requirements.
3. Narrate, describe and explain in past, present, and future time.
4. Communicate facts: who, what, when, where, why and how much.
5. Explain a point of view.
6. Understand and talk about topics of current interest: news, rules and regulations, personal interests, and leisure-time activities.
7. Understand and discuss autobiographical information beyond basic survival needs.
8. Make comparisons: life in a city versus life in the country.
9. Communicate needs in emergency situations: calling for a doctor or a mechanic, or handling the loss of travelers' checks or passport.
10. Summarize conversations, stories, descriptions and other types of spoken information.
11. Discuss other peoples' interests as well as their own.

READING

STANDARD Students comprehend authentic printed material or texts within a familiar context. They can read prose on familiar subjects containing description and narration such as news items, historical events, biographic information, social notices, and standard business letters. They understand most fictional information in nontechnical prose.

OBJECTIVES

1. Read appropriate prose texts: fiction and writings on contemporary culture written predominately in familiar sentence patterns.
2. Understand facts, main ideas and supporting details in fields of interest or where background exists.
3. Read for information and description.
4. Follow sequence of events and react to that information.
5. Read authentic prose on familiar subjects: news items, biographies, and standard business letters.
6. Draw meaning of new words through contextual clues and prior experience.
7. React personally to written material.

WRITING

STANDARD Students write routine social correspondence and simple compositions of several paragraphs on familiar topics and develop skills to write with some precision and in some detail. They take notes and write accurate summaries. Their writings are understandable to native speakers not accustomed to reading material written by non-natives.

OBJECTIVES

1. Write routine social correspondence and compositions of several paragraphs on familiar topics.
2. Take accurate notes.
3. Write cohesive summaries and resumes.
4. Write short narratives and descriptions on factual and everyday topics.
5. Write about current events or daily situations and express personal preferences and observations in some detail.
6. Write paragraphs that are reasonably unified and coherent.
7. Write about most common topics with some precision and in some detail.
8. Write nontechnical business letters.
9. Describe and narrate personal experiences and explain simple points of view.
10. Write about specific topics relating to particular interests and special fields of competence.

CULTURAL AWARENESS

STANDARD Students understand various cultural traits of the people in the target language.

OBJECTIVES

1. Demonstrate awareness of common practices: etiquette, taboos, sensitivities and gestures.
2. Make polite requests in the proper settings.
3. Accept and refuse invitations graciously.
4. Offer and receive gifts properly.
5. Apologize appropriately.
6. Make proper introductions.
7. Use telephone correctly.
8. Use appropriate shopping and purchasing etiquette.
9. Handle routine business at public places.

GRAMMAR AND SYNTAX: SCOPE AND SEQUENCE

(by proficiency levels)

NOVICE LEVEL

Objectives:

1. Use familiar and formal forms of address.
2. Respond to and give basic commands.
3. Use high frequency verbs in the present and near future tenses, and become familiar with past tense forms.
4. Recognize gender and make appropriate distinctions in using nouns, articles, and adjectives.
5. Make appropriate use of pronouns, conjunctions, prepositions, affirmative and negative expressions, and adjectives.
6. Understand and use adverbs of place (here, there).
7. Use correct word order.

INTERMEDIATE LEVEL

Objectives:

1. Recognize, understand, and express with increasing accuracy the present, past, and future tenses as well as the imperative forms of most regular and common irregular verbs.
2. Recognize and understand the concepts of conditional and subjunctive moods and active and passive voices.
3. Recognize and correctly use nouns, adjectives, adverbs and idioms: gender and number, question words and interrogative forms, possessive adjectives, demonstrative adjectives, subject and object pronouns, most prepositions, most expressions of quantity, and some idiomatic expressions.
4. Recognize and use increasingly complex, correct word order.

ADVANCED LEVEL

Objectives:

1. Demonstrate skill approaching native fluency in the use of all grammatical structures.
2. Demonstrate skillful use of complex syntax in all phases of communication.

The image features a complex, high-contrast abstract pattern of black and white lines. The lines are arranged in a series of nested, jagged, V-shaped or zigzag patterns that radiate from the center, creating a strong sense of depth and movement. The overall effect is reminiscent of a stylized star or a complex optical illusion. The word "EVALUATION" is printed in a bold, sans-serif font, centered within the white space of the star shape.

EVALUATION

EVALUATION

An important aspect of successful teaching in any subject area is regular evaluation of teaching techniques, methodology, classroom management, and learning environment. Equally essential is the assessment of the effectiveness of the program.

Self-evaluation by teachers is one of the most effective ways of improving the quality of their performance. It helps teachers identify their strengths and indicates areas in which they could improve through in-service training and professional activities. Student analysis and comments can also be a useful source of information for teachers about what approaches and techniques work best in their classrooms.

The following pages contain questionnaires that stimulate critical thought. They may be used for program review, teacher self-evaluation, and eliciting student reaction to such things as course content and classroom climate. The criteria used in these instruments characterize highly successful foreign language teachers and programs. Individual teachers may want to modify the criteria according to school philosophy, and to add to or delete items as necessary to conform to local curriculum plans and to the teacher's own level of experience.

PROGRAM AND CURRICULUM EVALUATION

Program:

1. Positive administrative support.	Agree	Disagree	No Opinion
2. Relevant inservice.	Agree	Disagree	No Opinion
3. Sufficient professional leave.	Agree	Disagree	No Opinion
4. Available mini-grant support.	Agree	Disagree	No Opinion
5. Adequate budget.	Agree	Disagree	No Opinion
6. Flexibility in choosing materials.	Agree	Disagree	No Opinion
7. Interdisciplinary support.	Agree	Disagree	No Opinion
8. Personal involvement in development of scope and sequence.	Agree	Disagree	No Opinion
9. Periodic review of program to meet changing needs.	Agree	Disagree	No Opinion

Curriculum:

1. Communication is the main goal of FL study.	Agree	Disagree	No Opinion
2. The study of literature is encouraged on advanced levels.	Agree	Disagree	No Opinion
3. Correct grammar usage is a goal in and of itself.	Agree	Disagree	No Opinion
4. Correct grammar usage is considered important but not the sole avenue to free communication.	Agree	Disagree	No Opinion
5. A student interest survey influences presentation of topics.	Agree	Disagree	No Opinion
6. Efforts are made to determine and to use students' most effective learning modes.	Agree	Disagree	No Opinion

Program:

7. Situations are designed to provide practice with the most significant cultural features of the language and people and to encourage cultural respect.	Agree	Disagree	No Opinion
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TEACHER SELF-EVALUATION*

Read each statement or question carefully, then circle the number of the comment or response which most accurately describes your teaching.

LESSON PLANNING

	<i>Never</i>	<i>Sometimes</i>				<i>Always</i>
1. Lessons are planned in detail.	1	2	3	4	5	
2. A warm-up is used at the start of the lesson.	1	2	3	4	5	
3. There is a variety of techniques/activities in each lesson.	1	2	3	4	5	
4. Activities are of an appropriate length.	1	2	3	4	5	
5. Lessons contain a mixture of new and familiar material.	1	2	3	4	5	
6. Several skills are practiced in each lesson.	1	2	3	4	5	
7. Culture is included in the lesson.	1	2	3	4	5	
8. An overview is given at the start of the lesson.	1	2	3	4	5	

TEACHING TECHNIQUES

9. Directions are clear and include examples where appropriate.	1	2	3	4	5
10. In oral activities I try to move students from rote responses toward communication.	1	2	3	4	5
11. Oral activities include choral, small-group and individual responses.	1	2	3	4	5
12. Small-group activities are included in my lessons.	1	2	3	4	5
13. I use visuals effectively.	1	2	3	4	5
14. I use the target language throughout the class period.	1	2	3	4	5
15. My students use the target language during class.	1	2	3	4	5
16. I personalize the materials and activities used in my lessons.	1	2	3	4	5
17. There is a learning check for every activity.	1	2	3	4	5

CLASSROOM CLIMATE

	<i>Never</i>	<i>Sometimes</i>				<i>Always</i>
18. Rewards are varied and appropriate.	1	2	3	4	5	
19. Errors are corrected without embarrassment to the students.	1	2	3	4	5	
20. Students are encouraged to self-correct.	1	2	3	4	5	
21. There is student-to-student interaction.	1	2	3	4	5	
22. Students are active during the class period.	1	2	3	4	5	
23. All students are called on during the period.	1	2	3	4	5	

* Adapted from a form developed by Constance K. Knop, University of Wisconsin-Madison.

COURSE EVALUATION (STUDENT FORM)

DO NOT write your name on this paper. This is an anonymous questionnaire. Please read each statement or question carefully and circle the number of the responses that you feel is most appropriate. You may make additional remarks about any of the categories that you wish.

	<i>Never</i>	<i>Sometimes</i>	<i>Always</i>	
1. The teacher seems interested in teaching this class.	1	2	3	4
2. The teacher is courteous, considerate and friendly.	1	2	3	4
3. The teacher encourages the students to express their thoughts and feelings.	1	2	3	4
4. The teacher wants the students to do well in the language.	1	2	3	4
5. The teacher pays attention to everyone in the class.	1	2	3	4
6. The teacher gets the subject across in a lively, interesting way.	1	2	3	4
7. The teacher has a good sense of humor.	1	2	3	4
8. The teacher repeats material that the students don't understand.	1	2	3	4
9. The teacher helps students to correct their errors without embarrassing them.	1	2	3	4
10. The teacher takes time and is willing to help students individually.	1	2	3	4
11. Classes are well planned and well organized.	1	2	3	4
12. Each class contains a variety of activities.	1	2	3	4
13. The teacher teaches from materials other than the textbook.	1	2	3	4
14. The teacher speaks the foreign language.	1	2	3	4
15. The directions and explanations are clear.	1	2	3	4
16. Homework assignments are worthwhile and help students to learn.	1	2	3	4
17. The students know and understand how they are graded.	1	2	3	4
18. The teacher is fair in grading the students.	1	2	3	4
19. The teacher returns tests, quizzes and homework promptly.	1	2	3	4
	<i>Poor</i>	<i>Good</i>	<i>Excel- lent</i>	
20. How would you rate the teacher's knowledge of the foreign language and culture?	1	2	3	4
21. In general, how would you rate the relationship between the teacher and the students?	1	2	3	4
	<i>Too Much</i>	<i>About Right</i>	<i>Not Enough</i>	
22. How would you rate the amount of work required for this class?	1	2	3	4

23. What aspects of the class have you liked most? What things have helped you learn the foreign language? What things have given you good feelings about the class?
24. What aspects of the class have you liked least? What things have not been worthwhile in your opinion? What has given you bad feelings about the class?
25. What could the teacher do to improve the class, the atmosphere, the teaching and learning that takes place in the foreign language?
26. What could the other students do?
27. What could you do?

STUDENT TESTING

Testing of students allows periodic assessment of their progress, which is needed by both the teacher and the students themselves. The main types of subject matter testing ordinarily used in foreign language classrooms are achievement and proficiency testing.

An achievement test is usually given at the end of a unit, chapter, or course. It is classroom-specific in that it is limited to a set amount of the material taught and graded in terms of teacher expectations, or against the result of other students taking the same test. A proficiency test is much broader and not linked to any specific text. It exceeds the bounds of the classroom in its scope and measures learner ability against an absolute standard, such as the ability of a native speaker of the language being tested. It attempts to determine what a student can or cannot do with the language.

During the course of study of a language, students should be tested on their ability in listening comprehension, context response, and writing (emphasis on grammar in writing exam). At the teacher's discretion, an exam could incorporate any combination of these target areas. Following are some suggested ideas and examples of tests for each area.

Listening Tests

1. Information Multiple Choice.
Ex. Snow is: A. Blue
B. White
C. Red
D. Orange
2. Follow the commands.
Ex. Write the number three (3).
Draw a tree.
3. Discrete picture test.
Ex. This is a star - T or F
4. Verb forms.
Ex. You are my friend A. Singular
B. Plural
C. Could be A or B
5. Story Interpretation.
Ex. "What would you like?"
"A sandwich and a glass of milk."
"Just a minute, please."
The lady is probably A) in a bus
B) at a concert
C) in a restaurant
6. Is the response appropriate? (Yes/No)
Ex. John: "Would you pass the salt, please?"
Harry: "It's four o'clock."

Speaking Tests

Suggested scale - point values may be assigned accordingly.

- 0 - No response
1 - Incorrect response
2 - Correct response with substantial grammar errors
3 - Correct with insignificant grammar errors
4 - Perfect response (Fluent)
1. Sight reading.
Ex. "I like chickens."
(Teachers' Key: silent e on "like;" correct *ch* sound on "chickens.")

2. Command.
Ex. Student tells partner: "Write the number 3."
3. Student administered dictation test. (Student + Partner)
Ex. Student A: "I am learning English."
Student B writes dictated sentence.
4. Description tests. (comprehension and speaking)
Ex. Teacher says: "The person who flies a plane is a..."
Student responds: "...a pilot."
5. Story telling.
Ex. Teacher supplies picture or pictures.
Student must tell X number of things about the picture.
(Could check for grammar as well as context.)

Reading Tests

1. Describe the picture. (T/F)
Ex. X number of statements which do (T) or do not (F) describe the picture.
2. Context.
Ex. He goes to sleep - Logical conclusion:
A. He likes candy.
B. It's his favorite store.
C. He is tired.
3. Topic Summary.
Ex. Students read a brief paragraph or scenario and answer a few questions. (Teacher's discretion as to importance of grammar.)
4. Sequencing of events.
Ex. Series of events to be put in chronological order.

Writing Tests

1. Word Order.
Sentence reconstruction.
Ex. She/at/home/is. Student converts to "She is at home."
2. Subject-Verb agreement (all tenses).
Ex. She/to be/at/home/. Student converts to "She is at home."
3. Gender replacement drill.
Ex. In the following story change all references from "a building" to "a girl."
The building is pretty. Student converts to "The girl is pretty."
4. Paraphrase (Retelling story).
Ex. Paraphrase the following conversation in 3rd person singular.
I love you, Mary.
I love you, John.
(becomes)
He loves her.
She loves him.
5. Cultural investigation
Ex. Students must describe an event, an important person, a custom or an item peculiar to the target language in its cultural context.

TEXTBOOK EVALUATION



SUGGESTIONS FOR TEXTBOOK EVALUATION

No textbook contains all the possible desirable features. However, discerning teachers in the process of evaluating textbooks can find the following categories and questions beneficial.

1. Is the test appropriate to the intended level?
2. Vocabulary:
 - a) Is vocabulary presented in context?
 - b) Are vocabulary words reinforced by conversations and drills?
 - c) Is vocabulary idiomatic?
 - d) Is vocabulary systematically reinforced throughout the text?
3. Grammar:
 - a) Are grammatical points explained adequately so students can grasp new concepts of the target language?
 - b) Are grammar points readily accessible for student review?
 - c) Do the examples, dialogue, etc. in new lessons reinforce grammar points learned earlier?
4. Conversation:
 - a) Are the conversational materials presented in a relevant and interesting manner?
 - b) Are there adequate resources for the teacher to expand the conversational activities?
 - c) Do the pictures stimulate conversation related to the lesson's vocabulary?
 - d) Do conversation exercises reinforce previously learned grammar and vocabulary?
5. Writing:
 - a) Are opportunities provided for students to write both formally and informally?
 - b) Do writing exercises reinforce previously learned material?
 - c) Is there systematic progression of writing activities from controlled exercises to free composition?
6. Reading:
 - a) Is there a systematic progression of reading activities?
 - b) Do pictures and notes aid in decoding and enhancing content?
 - c) Does each new reading passage reinforce previously learned material?
 - d) Are a number of the readings based on the culture and civilization?
 - e) Do the readings accurately reflect the customs and values?
7. Culture:
 - a) Is the cultural information presented of interest to most students?
 - b) Are culture presentations integrated into each unit?
 - c) Is the culture reflected in the presentation of language?
 - d) Are all segments of the target society/societies represented?
 - e) Is there a sufficient amount of cultural information provided?
 - f) Are there lots of pictures, photos and cartoons?
 - g) Is the target culture compared and contrasted with American culture?
 - h) Are nonverbal behaviors described?
 - i) Are maps included in the units that warrant them?
 - j) Are there full-page maps of the major target countries?
 - k) Is time allotted to the study of contemporary youth?

- l) Is the cultural material current or adaptable?
 - m) Would the cultural information presented be of use to the student if he/she ever traveled or lived abroad?
 - n) Is the material on culture presented in the target language where appropriate?
8. Text Features:
- a) Is the text attractive and durable?
 - b) Does the text provide flexibility of presentation?
 - c) Are pictures, diagrams and charts especially geared to the material of the lesson?
 - d) Are the index and table of contents adequately detailed to serve as a meaningful reference?
 - e) Are the lessons relatively equal in length, in progressive difficulty, and in the number of new vocabulary and grammatical items?
 - f) Does the end-of-text vocabulary have an English/target language and target language/English listing of words?
 - g) Does the end-of-text vocabulary indicate the lesson in which a word is introduced?
 - h) Does the book avoid sexism and stereotypes?
9. Ancillary Materials (keyed to text):
- a) teacher's edition
 - b) tapes/cassettes
 - c) tape manual
 - d) software
 - e) filmstrips
 - f) tests
 - g) test key
 - h) reader
 - i) overhead transparencies
 - j) posters



MATERIALS AND EQUIPMENT



MATERIALS AND EQUIPMENT FOR LANGUAGE INSTRUCTION

I. Materials Commonly Found in the Classroom

Most major publishing houses have developed foreign language program packages which utilize a variety of learning devices - films, video cassettes, filmstrips, classroom and laboratory tapes, charts, posters, transparencies and other related printed and audio-visual materials to supplement textbooks and workbooks. In addition to these many and varied "packages," each teacher inherits a classroom, acquires materials and must be aware of resource materials and how to use them. Following are brief suggestions on how the materials commonly available to teachers may be used. Please note that the suggestions may seem simplistic; they are intended only to stimulate thinking about the many possible uses of these "ordinary" items.

TEXTS/TEACHER MANUALS

If at all possible, the first two levels should be taught from the same text series. A text evaluation instrument is included elsewhere in this guide.

WORKBOOKS

Workbooks are a good source of supplemental exercises. If finances are a concern, a classroom set may be purchased and students may be requested *not* to write in them.

TESTS

Many publishing companies sell testing packages to accompany basal text series. If affordable, they are helpful, particularly if speaking and comprehension skills are a part of the package. Writing one's own tests to test exactly what one has taught is encouraged. One excellent resource book on testing is *Modern Language Testing* by Rebecca M. Valette published by Harcourt, Brace, Jovanovich.

READERS

Well designed readers with appropriate readability levels are excellent learning tools. Check major publishing company catalogues to discover what is available.

FLASHCARDS/VISUALS/CUE CARDS

Of course visual cards may be purchased, but the home-made variety is often more interesting, stimulating, definitely cheaper and may be designed to match exactly what you are teaching. If you are not "artsy-craftsy," ask a motivated student (or several) with artistic ability to help or make illustrations a class project. Old magazines, textbooks, workbooks, newspapers (in the target language or English depending upon your need) are excellent sources. Use poster board/card stock/oak tag, laminate if possible and decide upon a standard size large enough to be seen at the back of the room, small enough to be easily stored.

METHODOLOGY RESOURCE BOOKS

It is always helpful to be able to "grab" a book from a shelf that will supply you with some fresh approaches to teaching. Three such books are:

Classroom Techniques: Foreign Languages and English as a Second Language by Allen/Valette, 1977, Harcourt, Brace, Jovanovich.

Teaching Language in Context: Proficiency-Oriented Instruction by Alice C. Omaggio, 1986, Heinle and Heinle Publishers.

Innovative Approaches to Language Teaching by Robert W. Blair, Editor, 1982, Newbury House Publishers

CASSETTE TAPES

Supplemental tape programs are indispensable for providing native voices in order to develop comprehension/speaking skills. Blank tapes may be used to record target language music, programs, news, commercials, etc. Students' oral progress may be demonstrated by recording them periodically throughout the school year.

POSTERS

Whether purchased, home-made or student-made, posters add essential ambience to the classroom. Airlines and travel agencies are sources of *free* posters. You should also check with your public library about posters, prints, and "old" travel guides which sometimes are discarded yet are meaningful classroom additions.

REALIA

Anything that authentically represents your target culture and that fits inside the classroom should be there. If you do *not* have a personal collection, check with the nearest native(s) (of that culture) and see what he/she/they are willing to share. Beg, buy, borrow, "cook," have students/friends bring it; it is worth it.

TRANSPARENCIES

As with other materials, transparencies may be purchased, or made by students or teachers. Add color. Use overlays. Remember that you may mask (hide) the part (whether illustration or printed matter) you do not want revealed to students immediately. Use of overhead transparencies allows you to face students as you teach *and* affords opportunity to have the presentation ready and easily repeated. They do not have to be erased and recopied as is true with chalkboard. Both permanent ink and washable visual markers are available.

PICTURES/SLIDES

Your own slides/pictures (or those of friends/students) add interest. If you are not knowledgeable about cameras, find someone who can show you (or do it him/herself) how to make slides by photographing magazine pictures. Use National Geographic or other magazines with quality photography...your students will "know" that you took them yourself. Remember to include slides and pictures of your own home, school and community.

MAPS

Use the maps in your texts, refer to wall maps (need *not* be the most expensive) that show the physical/political features of *all* the countries/areas that speak the language you are teaching. Test students' learning of these features.

FLAGS

If you cannot afford flags, have students make them...of paper or *cloth*...suggest a *standard* size (18" x 24" or whatever you want). Use current encyclopedias for reference. Flags will be very attractive in your room or anywhere else in your building. Do not forget the use of flags of provinces, cities and states as well as countries.

FOOD

Recipes for foreign cuisine are available in magazines and books or from your foods teacher. Cook it yourself, have students prepare it at home, in your classroom or in cooperation with the foods class. Have natives of the culture share with your students. *Keep it authentic.*

MAGAZINES/NEWSPAPERS/OTHER PRINTED MATERIAL

Magazines, newspapers and other printed materials in the target language offer "real examples" of the culture. Advertisements of movies, cartoons, items to be purchased and classified ads should be exploited. You should guide students' *study* or *selected* portions of these materials.

VIDEO CASSETTES/FILMS/FILMSTRIPS

Video cassettes, commercially prepared or blank, are much less expensive than 16mm film and are of high quality. With a video camera you can film your students' skits and preparation for contests. Advanced students may make their own movie to be shown in class to all students of that language, to an assembly, to the annual language banquet/festival, to potential students and to administrators.

Filmstrips - are rather expensive. Take advantage of the fact that the picture is "still" and discuss various aspects of it.

Movies - are more expensive, though they may be rented, but are more alive...and may be full size. Show them more than once..."watch" first for cultural distinctions, then listen for *words* recognized and finally for *information* based on guided questions.

OTHER RESOURCES

Become aware of opportunities for your foreign language students that are available from nearby schools, colleges or universities, native speakers within the community, consulates, food chains *and* other businesses that are operating at the international level. Your State Supervisor of Foreign Languages is also an excellent source of ideas and materials.

II. Equipment Common to Classrooms

Tape recorders, overhead projectors, film/slide/filmstrip projectors and foreign language laboratories are items of equipment with which teachers are generally familiar. Suggestions for how these items may be chosen (quality), used and maintained are included here. In selecting and using major pieces of equipment that are products of advancing technology--computers, satellite dishes, two-way video, telenet, slow-scan, and interactive video, for example--work with the media specialists of your district or a nearby college or university. This equipment is quite expensive, and careful cooperative planning is important.

DESKS

How students desks are arranged causes different communicative interactions. Experiment with circular, semi-circular, rectangular (with space in the center for teacher to move) or other arrangements.

CHALKBOARDS

Use colored chalk to indicate different verb endings or noun adjective agreement.

BULLETIN BOARDS

Bulletin boards should be "alive," current, changed regularly. Post student work (NOT JUST GOOD WORK...everyone deserves to have something on display). Have students do them.

AUDIO TAPE RECORDERS: OPEN REEL AND CASSETTE

Every classroom should have available at all times good quality audio record/playback equipment with two high-fidelity, wall-mounted external speakers. This enables students in all parts of the room to hear relatively undistorted samples of authentic speech and music. High-quality sound reproduction is as important in a language classroom as in a music appreciation class. The speaker system of most portable audio tape players is simply not of sufficient quality to meet the needs of the foreign language class. We cannot expect a student to reproduce a sound not heard clearly.

OVERHEAD PROJECTOR

One should be available in every classroom to project written, pictorial, or graphic material. Students respond orally or in writing, working individually or in small groups. Project student writings for teacher/student evaluation.

SLIDE, FILMSTRIP, AND FILM PROJECTORS; AND VIDEOCASSETTE RECORDERS

This equipment, if not kept in the classroom, should be available for use as needed. One gains color and/or motion with these media. Good professionally prepared materials are available. Teach culture and language skills while providing a welcome change of pace in the instructional process. Teach new vocabulary items from the soundtrack in advance and alert the students to the special features in the film. Bring them to the point where they can view the video with understanding and pleasure. Follow-up activities assess the students' comprehension of what happened.

MICROCOMPUTERS

Now available in many school districts. Great potential for aiding the foreign language teacher, particularly in teaching grammatical concepts and vocabulary. Not a panacea or "quick fix," but another tool to provide quality education.

Several kinds of computer programs are being used in foreign language study, though some may prove more motivational than instructional. *Drill and practice programs* and *tutorials* can be used to teach grammatical concepts and vocabulary items and to test students' ability to apply them. *Simulation* is used to teach cultural concepts and to determine appropriate responses. Computer *games* are extremely popular but their teaching effectiveness has been questioned. Nothing prevents Pac Man from eating certain verb forms or spaceship verbs from being shot down by appropriate pronouns, but the impact of such activities on communicative competence has not been firmly established.

There are a variety of methods for using computers in the FL curriculum. With only one computer available, use a television monitor attached to the microcomputer, so the entire class may view a program. This can be motivating if students can help each other and if a class score is kept. Students may run a program several times and attempt to increase their scores, or there could be competition among classes.

Many games and simulations allow students to work in teams, permitting the whole class to participate in a competitive situation while providing cooperation on each team. Dividing the class into two groups permits one group to work with the teacher while the other works in a cooperative manner with the computer. A single computer can be used within a classroom for individualized remediation or enrichment work.

With several microcomputers, the possibilities for application can be expanded. More students can be involved in the classroom with direct computer use, working at their own pace. Multiple microcomputers can also be placed in a lab with students sent from class or study hall to the computer lab to work on programs assigned by the teacher for remediation, reinforcement, or enrichment.

III. Language Laboratory Equipment

Why, What and How

Electronic equipment was used as early as the 1940s in an effort to provide students learning a second language three important elements they had as children learning their first language: 1) a variety of accurate speaking voices as models, 2) extensive opportunities to respond orally and 3) sympathetic correction.

The language laboratory has been defined as "various pieces of electronic equipment designed by various people to achieve various goals to improve the effectiveness of foreign language teaching." Though the definition admittedly is somewhat vague, it does lead to this conclusion: There is no *one* ideal system of "language laboratory" equipment for all schools. Whatever the equipment, it must be: 1) designed to help develop the listening and speaking skills for oral proficiency, 2) able to reproduce clearly the full range of the human speaking voice, 3) reasonably simple to operate, and 4) rugged enough to be used by students without excessive maintenance problems.

No matter how well-designed the equipment, its effectiveness depends on how it is used to reinforce and expand the experiences of the language classroom. Teachers must have or must develop: 1) materials that will provide lively, challenging student interaction, 2) a schedule and lesson plans that will give the student regular, frequent use of these materials, and 3) a system of evaluation that will motivate students by analyzing their problems and recognizing their progress. Research shows the "language laboratory" is effective only if the teacher makes it so by correlating its use with the other learning activities in the classroom.

Typical Language Lab Equipment

In addition to the equipment usually found in the foreign language classroom, more than 200 Kansas schools are equipped with one or more of the following: (1) a listen-respond language laboratory (electronic classroom); (2) listen-respond-record booths or carrels in the classroom, library or media center; and/or (3) a student cassette check-out system of pre-recorded language tapes for individual study. Each is described below in some detail.

1. Electronic Classroom: A Flexible Space-Saver

By far the most popular in Kansas, this classroom/language lab includes a teacher's console with complete switching for student programming, teacher monitoring and intercom, a room speaker, selective student recording and program-to-program copying. Built-in playback equipment always consists of cassette decks, usually a reel-to-reel deck, and often a phonograph. Student headphones are usually wired into overhead trays that are lowered only when the lab is being used, and raised to the ceiling away from the students during other classroom activities.

Advantages:

- a. Equipment always available when you want it; out of the way when you don't. No scheduling problems.
- b. Equipment in the classroom; no additional room required.
- c. All the teaching functions of a conventional audio-active lab at a lower cost.

2. Conventional Lab: Student Booths and Recorders

With student headphones and recorders wired into study carrels for better acoustical and visual isolation, these labs are best suited to individual study with minimal supervision. Students can listen to pre-recorded lesson tapes, hear clearly their own responses and record the responses for later self-evaluation or teacher evaluation. Whether located in or adjoining the library/media center, in a separate "language lab" room, or along one or more walls of the FL classroom this equipment can be used for advanced study, supplemental activities, make-up work, culture-appreciation projects, and extra-class reinforcement of classroom learning.

3. FL Cassette Check-out System

Student check-out of pre-recorded cassette lesson tapes for overnight or short term out-of-class use is an effective, inexpensive way to give serious students the additional exposure necessary to develop proficiency in listening and speaking. Multiple copies of these tapes, correlated with each lesson or study unit of the FL course, can be made on high-speed cassette duplicators, and checked out by the library/media center staff.

IV. Important Things to Consider

Software -- Stimulating, Interactive, Relevant

The effectiveness of any of the equipment above -- audio, video, or computer -- is dependent on the quality of the software. All software must be carefully evaluated for its potential in reinforcing the learnings in the classroom. Using video only to entertain, using the language lab as a baby-sitter, using the computer as an electronic workbook is a waste of money and student and teacher time.

Software should be interactive, requiring a student response. It should not allow the student to respond without thinking. Since retention depends on the meaningfulness of the material, it must fit into the curriculum and the student's needs. Quality software can offer a wide range of support services, relieving the teacher of many time-consuming details of teaching, such as drill and practice, tests, and make-up work, and providing a challenge for advanced students in linguistic and cultural applications.

Maintenance -- Keeping the Machines Running

According to Murphy's Law, any equipment that possibly can malfunction, probably will -- and at the worst possible moment. Be sure that before your school finalizes any equipment purchase, someone can and will keep it running with minimum cost and delay. Buying from discount sources and distant warehouses may be false economy if repairs are not available at all or are expensive and time-consuming. Buying from local people who cannot or will not offer maintenance support can be equally disastrous. The teacher or the school media people should learn to make minor adjustments, clean playback heads, replace knobs, etc. Major repairs should always be done by qualified technicians.

V. Putting It All Together

- A.** Your primary objectives in teaching FL are not to entertain, not to fill time, not to solve problems. Your objectives are to develop the highest level of language proficiency and cultural appreciation in your students in the most time- and cost-effective way.
- B.** Each piece of FL teaching material and equipment can perform some tasks well, some tasks poorly, and some not at all. Choose and use each for what it does best.
- C.** It would seem that the most complete language/learning laboratory of the immediate future would include audio, video, and computer equipment, each doing what it does best. The audio and video components can combine to help develop the listening and speaking competencies, the computer program can add the structure and vocabulary elements, and the video can provide cultural experiences. Choosing from all the equipment and materials available and using these to provide meaningful learning experiences to reach your objectives --that's what FL teaching is all about!

PROFESSIONAL ORGANIZATIONS



PROFESSIONAL ORGANIZATIONS

The publications, meetings and other activities of professional organizations, provide opportunities for growth through the exchange of ideas and current information on methods, techniques, textbooks, materials, travel and other experiences.

STATE AND REGIONAL

Kansas Foreign Language Association (KFLA)

Meetings in Fall and Spring. *Bulletin* published four times during the school year. Contact:

Murle Mordy
Ottawa University
10th and Cedar
Ottawa, Kansas 66067

KS-FLES. Promotes foreign language education in elementary school.

Contact:

Loren Alexander
Department of Modern Languages
Kansas State University
Manhattan, Kansas 66506

Central States Conference - includes 17 states. Meeting location changes each year.

Contact:

Gerard Ervin
232 Cunz Hall
Ohio State University
Columbus, Ohio 43210

Southwest Conference on Language Teaching

Contact:

Barbara Gonzalez-Pino
Division of Foreign Languages
University of Texas
San Antonio, Texas 78285

Local chapters of AAFT, AATG, AATSP, ACL, NABE, TESOL

NATIONAL ORGANIZATIONS

American Council on the Teaching of Foreign Languages (ACTFL)

C. Edward Scebold, Executive Director
579 Broadway
Hastings-on-Hudson, New York 10706

Modern Language Association of America (MLA)

10 Astor Place
New York, New York 10003

American Association of Teachers of French (AATF)

57 East Armory
Champaign, Illinois 61820

American Association of Teachers of German (AATG)

523 Building - Suite 201
Route 38
Cherry Hill, New Jersey 08034

American Association of Teachers of Italian (AATI)

Department of French and Italian
Indiana University
Bloomington, Indiana 47401

American Association of Teachers of Slavic and East European Languages (AATSEEL)
Department of Russian
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139

American Association of Teachers of Spanish and Portuguese (AATSP)
James Chatham, Executive Secretary
Department of Foreign Languages
Mississippi State University
Mississippi State, Mississippi 39762

American Classical League (ACL)
515 Cathedral Parkway - 11C
New York, New York 10025

Association of Teachers of Japanese (ATJ)
Eleanor Kerkhan
University of Maryland
College Park, Maryland 20742

Chinese Language Teachers Association (CLTA)
John Young
162 South Orange Avenue
South Orange, New Jersey 07079

National Association for Bilingual Education (NABE)
1201 16th Street, N.W.
Washington, DC 20036

Teachers of English to Speakers of Other Languages (TESOL)
Georgetown University
1118 22nd Street N.W., Suite 205
Washington, DC 20036

GOALS FOR FY 1987 KANSAS STATE BOARD OF EDUCATION

The following improvement and development goals are adopted from the *Five-Year Plan 1985-1990*:

The State Board and Department of Education will endeavor —

IMPROVEMENT GOALS

- A 1.0 — To develop, strengthen, and extend state systems which support excellence in the curriculum and instruction programs of local education agencies
- A 2.0 — To develop, strengthen, and extend excellence in vocational and career education programs and improve transitions within and among education and training systems and institutions
- A 3.0 — To support and extend excellence in the preservice and inservice training of educational personnel
- A 4.0 — To provide leadership in the use of information technologies for improving and extending educational programs
- A 5.0 — To continue efforts to overcome barriers which limit the educational development of special populations not currently achieving their potential
- A 6.0 — To work with school districts, state institutions, parents, and other citizens in extending support and financing for Kansas schools

DEVELOPMENT GOALS

- B 1.0 — To identify the learning needs of populations not currently being served by schools and assess the feasibility of extended programs in local communities
- B 2.0 — To improve and extend support for vocational and career education programs
- B 3.0 — To conduct a study for developing a performance-based measure for the evaluation of teacher administrator training programs and certification
- B 4.0 — To demonstrate the use of information technologies by extending opportunities for networking and developing alternative learning systems
- B 5.0 — To develop affirmative programs for overcoming past barriers for equal opportunity on the basis of race, sex, national origin, geographic location, age, socioeconomic status, or handicapping condition
- B 6.0 — To identify methods of increasing resources for local schools and education programs

The following traditional goals were developed for FY 1987 to maintain the seven major functions of the State Board and Department of Education:

TRADITIONAL FUNCTION GOALS

Approval

- C 1 — To promote quality education through program approval of teacher and administrator preparation programs and certification and accreditation procedures which reflect the needs of educators, school districts, and students

Regulation

- C 2 — To set and require state guidelines, rules and regulations, and plans to achieve balance between constitutional and legislative intent and local policies, priorities, and procedures

Research and Service

- C 3 — To provide services through the State Department of Education to local education agencies in the area of technical assistance, information, and resources

Evaluation

- C 4 — To assess the progress of the educational system in Kansas

Leadership

- C 5 — To provide leadership in identifying needs, priorities, and goals

Finance

- C 6 — To support equitable finance plans that allow local education agencies to meet present and future educational needs

Organization

- C 7 — To provide an organizational structure to ensure all students the opportunity to an equitable education